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ABSTRACT

The detailed guide's purpose is to assist educators and community leaders in designing and implementing educational programs to serve student and community needs, and to identify the goals and elements of cooperative vocational education. One chapter describes the necessary characteristics of the teacher-coordinator in such programs, and the advantages of cooperative vocational education to the community and to the students. Two other chapters suggest methods for determining employers' and students' needs for cooperative vocational education and suggest plans for meeting these needs. Three chapters deal with implementing plans for: public relations (including a suggested eight point plan and the use of media); instruction in the school (including five teaching methods and the use of youth organizations); and community laboratories (including criteria for selecting, establishing, and evaluating training stations, and guidelines for complying with appropriate laws). Another chapter analyzes essential elements of the cooperative program including staffing; facilities, equipment, and materials; and program development. A final chapter suggests ways of improving cooperative vocational education in its administrative structure, professional development of teacher-coordinators, instructional materials, and program evaluation. A 70-page appendix displays forms appropriate to the planning, implementation, and evaluation of programs. (JR)

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COOPERATIVE OCCUPATIONAL EDUCATION

State of Illinois
BOARD OF VOCATIONAL EDUCATION and REHABILITATION
DIVISION OF VOCATIONAL and TECHNICAL EDUCATION
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FOREWORD

Various types of operational plans for cooperative vocational education are being implemented as a part of the total program of vocational education in schools throughout the State of Illinois. This bulletin was prepared for persons assigned responsibilities for planning and implementing cooperative vocational education and contains suggestions which should be helpful in the organization and operation of such programs. Administrators will find Chapters 1, 2, 4, and 8 of particular interest to them. Personnel employed as teacher-coordinators, coordinators, or instructors in cooperative vocational education will find the bulletin arranged in a logical sequence for use in initiating and conducting vocational programs using the cooperative plan.

This bulletin was prepared by Dr. E. Edward Harris, Professor and Coordinator of Professional Development in Occupational Education at Northern Illinois University, DeKalb, Illinois, and Mr. Peter Johnson, Principal of Sycamore High School, Sycamore, Illinois, along with valuable contributions by many other people. The publication, A Guide for Cooperative Vocational Education, prepared by the staff at the University of Minnesota, under contract with the U. S. Office of Education, served as the basic source document for this bulletin. Significant portions of that publication are included in this bulletin.

It is our hope that this bulletin will make a contribution to the further development of cooperative vocational education in the State of Illinois. Suggestions for its improvement will be appreciated.

Sherwood Dees

Sherwood Dees, Director
Division of Vocational and
Technical Education

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Chapter 1

INTRODUCTION

Programs in education which have been developed and implemented through the cooperative efforts of labor, management and education are not new. The viable working relationships between personnel in many industries and educators have played a major role in providing quality educational programs.

This publication has been developed to: (1) provide educators and concerned community leaders with information that might be used with their efforts to design and implement educational programs which will best serve student and community needs, and (2) identify the goals and common elements of cooperative vocational education so that educational plans designed will incorporate standards and practices that best serve students.

Hopefully this publication will stimulate interest in cooperative education as an instructional strategy so that every student who desires to receive on-the-job experience and training will have an opportunity to do so.

BASIC TYPES OF COOPERATIVE PROGRAMS

During the past three decades two basic types of "school-work oriented" programs have emerged which have implications for vocational education. These types are (1) Cooperative Occupational Education (also known as Cooperative Vocational Education) and (2) Work Study programs. The basic difference between the two is that Cooperative Occupational Education (COE) has *occupational instruction* and maturation as its major goal while work study programs have *financial assistance* to the student as a major goal. Both types of programs have evolved to serve unique student and community needs. These needs must be carefully analyzed before program decisions are made.

COOPERATIVE OCCUPATIONAL EDUCATION is an instructional plan which *combines* learning experiences gained through regularly scheduled *supervised employment* in the community and occupational oriented *in-school instruction.* The employing community serves as a laboratory where students have an opportunity to apply the principles and practices they have learned in school in the changing world of work. Cooperative occupational education is a general term used to describe various types of cooperative plan programs specifically designed to prepare youth for occupations in proportion to the distribution of employment and career opportunities.

Since the implementation of the '68 Amendments, with emphasis on individuals as opposed to program, the Illinois Division of Vocational and Technical Education and local districts have designed initial programs and restructured existing programs into an all inclusive program of cooperative education. This interpretation has provided for better administration, coordination and articulation of the various types of traditional programs. Through this organization students elect training-on-the-job by occupation not by specific Cooperative Program. The student is then assigned to the Cooperative teacher-coordinator that has the specific training to best benefit the student in in-school related instruction. The efforts of the teacher-coordinators are then coordinated to circumvent duplication, overlap, and competition for training stations, students, and other resources. This total cooperative program concept is often labeled Cooperative Occupational Education or Cooperative Vocational Education.

Traditional names assigned to such programs on the local level using the cooperative plan are: Agricultural Cooperative Education, Industrial Cooperative Education (ICE), Health Cooperative Education, Distributive Education (DE), Home Economics Related Occupations (HERO), Office Occupations (OO), and Diversified Occupations (DO). Increasingly, school personnel are designing programs with instruction and student employment in one or more of the following five occupational fields: (1) Applied Biological and Agricultural, (2) Business, Marketing and Management, (3) Health, (4) Industrial Oriented, and (5) Personal and Public Service, also, team teaching on a regularly scheduled basis is being increasingly used to increase program efficiency.

The traditional interrelated cooperative education program is an example of a COE program designed specifically to serve schools with enrollments too small to justify specialized programs, and for communities with a limited number of training stations. Students are employed in any one of the occupational fields and meet together as a group for general and specific related instruction.

Cooperative work training (CWT) is a program designed to provide students with maturing experiences through employment that will help them become productive, responsible individuals. The part-time work need not be related to the occupational goals of the students. This program is designed specifically to serve disadvantaged youth and adults who are drop-outs and who need the social, emotional, maturation and career exploration essential for success. All elements of the cooperative plan are present in the operation of the programs only the level of employment is lower than in cooperative occupational education.

New and special cooperative occupational education programs are being developed by contractual agreement between the State Division of Vocational and Technical Education and selected educational agencies. Federal funds appropriated for Part G, 1968 Vocational Education Amendments are used for this purpose. Special programs have been conducted for youth who left school prior to graduation, for 14 and 15 year old youth who have been identified as potential early school leavers, and for physically handicapped persons.

Work Study is a program designed to provide financial assistance, through part-time employment, to students who have been accepted for full-time enrollment in vocational training. The part-time employment, in a non-profit institution, is based on the financial need of the student and is not necessarily related to his career objective. This type of program is done by special contract with the Division of Vocational and Technical Education.

The U.S. Office of Education has designed a system of assigning code numbers to occupations. This system for classifying occupations is useful in program planning, implementation and evaluation. These occupations have been further classified into five broad occupational fields for use by vocational educators in the State of Illinois.

The U.S. Office of Education publication, *Vocational Education and Occupations*, and the State of Illinois publication, *Vocational and Technical Education Descriptions, Definitions and Occupational Coding System* should be secured by all cooperative vocational educators.[1,2]

Each of the three types of programs in cooperative vocational education has evolved during the past three decades to serve unique student and community needs. These needs must be carefully analyzed before cooperative vocational education program type decisions are made.

There are situations in which it is feasible and even advisable to organize a cooperative occupational education section of students who have career goals in a wide variety of occupations. For example, it may be pedagogically sound to start a ninth or tenth grade section to provide students with occupational adjustment experiences and the opportunity to refine occupational choice. It may also be economically appropriate to have a class for a wide variety of occupations in a small isolated community where there are not enough students or training stations to support single occupational field programs. Interrelated programs were specifically designed to provide students in smaller communities with an opportunity to bridge the gap between school and the world of work.

However, some school administrators in larger high schools have encouraged the development of the Interrelated Cooperative Occupational Education arrangement because of its seemingly administrative simplicity and cross-cultural potential. Unfortunately, the administrative advantages gained are usually lost at the operational level. The coordinator inherits a difficult task. It is not as easy to please simultaneously a highly diversified employer group as it is to please a group from the same field; the same condition applies to satisfying students' needs. One must realize that each occupational field represents a way of life of its own; the value systems, communication patterns, types of skills required, decision-making human relations requirements, trade talk and jargon, sub-group structure and attitudes toward education are very different. Consensus can usually be achieved on only those things the members have in common; and the wider the variety of occupations represented, the less there is in common among them. Another operational problem associated with widely varied occupational goals of students is the difficulty experienced in obtaining suitable individual instructional materials and in directing their use. The multiplicity of forms of job study guides, which are to a large extent characterized by occupational fields, discourages many well-intentioned teacher-coordinators. Innovative approaches in educational and staff planning have enabled school systems to develop a most favorable faculty-student ratio.

The higher the educational level of the students, the more feasible it is to offer cooperative occupational education for specific occupational fields. In general practice, vocational educators seen to prefer homogeneous grouping by occupational fields whenever possible at the outset. However, an interrelated cooperative plan may be a better way to serve the needs of youth than failing to provide vocational instruction. Some schools introduce the cooperative plan to the community through the use of the interrelated arrangement. Research is needed to provide answers to questions concerning the grouping of students in guidance-oriented cooperative occupational education offered at lower educational levels.

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[1] U. S. Office of Education, **Vocational Education and Occupations**, U. S. Government Printing Office, Washington, 1969. Catalog No. FS5, 280 80061

[2] Illinois State Board of Vocational Education and Rehabilitation, Division of Vocational Education, Vocational and Technical Education Descriptions, Definitions and Occupational Coding System, Springfield, 1970. Bulletin Number 5 370.

MATCHING STUDENT AND COMMUNITY NEEDS WITH PROGRAM PURPOSES

The goals and purposes of various types of programs in cooperative education when carefully studied in conjunction with student and community needs can provide an effective first step in educational planning.

There are a number of unique groups in a local community that should be considered for cooperative education purposes. Some of these groups are (1) rural youth preparing for non-farm agricultural related occupations, (2) inner-city youth with home backgrounds and ethnic factors which inhibit education and employment, (3) the physically handicapped, (4) slow learners and mentally retarded, (5) emotionally disturbed youth and adults, (6) juvenile delinquents, (7) college drop-outs, (8) college-oriented, and (9) academically or otherwise gifted or talented students.

An increasing number of officials in progressive school systems have all three basic types of cooperative education programs and multiple sections of some types, particularly in cooperative vocational education.

The time and effort that is expended in selecting and planning the appropriate types of programs in cooperative education will be repaid in student and community benefits. Each of the three basic cooperative education programs do have a unique contribution to make to the total educational program of a community.

COOPERATIVE PLAN PROGRAMS IN VOCATIONAL EDUCATION

This publication has been developed to provide suggestions for planning, implementing, extending, and evaluating programs in cooperative vocational education. Teachers, administrators and other personnel engaged in the operation of Work Study and Cooperative Work Training will also find the suggestions helpful because there are a number of common elements in the operation of all three types of programs.

Chapter II

COOPERATIVE VOCATIONAL EDUCATION IN ACTION

Cooperative vocational education has successfully prepared young people for the world of work. In a report to the United States Subcommittee on Education, the National Advisory Council on Vocational Education commented, "The part-time cooperative plan is undoubtedly the best program we have in vocational education. It consistently yields high placement records, high employment stability, and high job satisfaction." [3]

Dr. Rupert Evans, a member of the National Advisory Committee on Vocational Education, in commenting on the advantages of cooperative vocational education said, "Typical research studies show that more than 80 percent of the cooperative education graduates are placed in the occupation for which they were trained." [4]

Congress thought so highly of the record of cooperative vocational education in preparing persons for employment that it authorized Vocational Education Amendments of 1968 funds be used to extend this kind of training, particularly for those students in areas with high dropout and youth unemployment rates.

The guidelines for the Education Amendments of 1968 defined cooperative vocational education as: "a program of vocational education for persons who, through a cooperative arrangement between school and employers receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field; but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time..."

This definition implies that cooperative vocational education must combine vocationally oriented classroom instruction with a series of progressive on-the-job learning experiences which are consistent with student occupational objectives. The term cooperative describes the working relationship between school and business in preparing students for the world of work. To achieve the goals of this team teaching arrangement, the teacher-coordinator, employer, and training sponsor have instructional responsibilities. In the school classroom the teacher-coordinator combines related instruction with student employment experiences. He also works closely with the training sponsor in planning student learning experiences which are consistent with both student and employer goals. The training sponsor combines regularly scheduled part-time employment experiences and instruction so that the student will be able to develop and refine competencies needed for entry-level jobs and possibly advancement in his chosen occupational field.

Figure 1 illustrates an organizational plan for programs in cooperative vocational education. The following essential components of the cooperative plan are highlighted: understanding and cooperative administrative personnel, a well, qualified and dedicated teacher-coordinator, instructional staff, competent training sponsors, a sound advisory committee, vocationally oriented classroom instruction, carefully planned progressive on-the-job instruction and application, a youth organization that supplements instruction, and a comprehensive instructional program related to occupational objectives of students.

TEACHER-COORDINATOR IN COOPERATIVE VOCATIONAL EDUCATION

It is important to remember that the key to the success of any cooperative vocational education program is the teacher-coordinator. He has been the subject of much discussion and a great deal of research during the past decade.

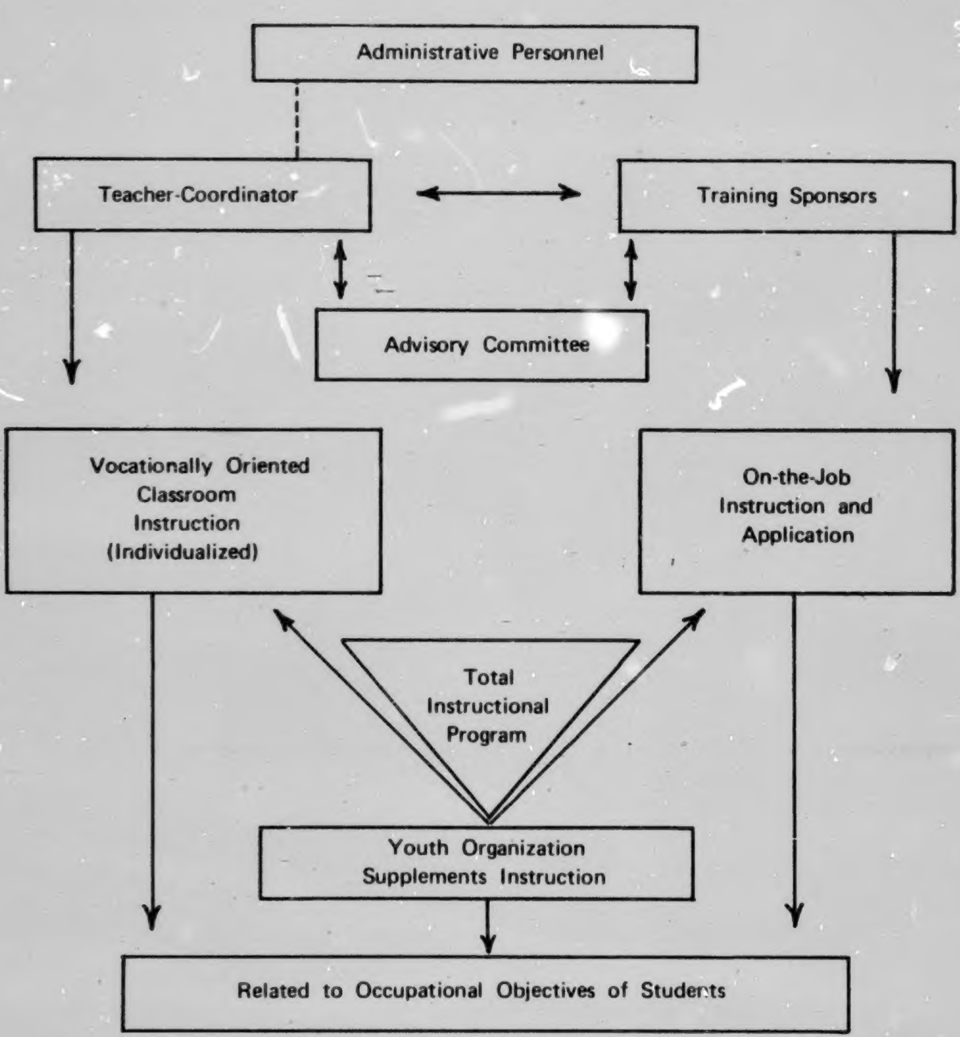
---

[3] Rupert N. Evans, "Cooperative Programs Advantages, Disadvantages, and Factors in Development," **American Vocational Journal**, May, 1969, p. 19.

[4] Ibid.

FIGURE 1

ORGANIZATIONAL PLAN FOR COOPERATIVE
VOCATIONAL EDUCATION


Administrative Personnel
Teacher-Coordinator
Training Sponsors
Advisory Committee
Vocationally Oriented Classroom Instruction (Individualized)
On-the-Job Instruction and Application
Total Instructional Program
Youth Organization Supplements Instruction
Related to Occupational Objectives of Students

The notes and working papers from the National Conference on Cooperative Vocational Education listed the following essential competencies, understandings, and personal qualifications for teacher-coordinators: [5]

Essential Competencies of Teacher-Coordinators

1. Ability to communicate effectively with students, employers, labor groups, parents and school personnel
2. Ability to provide the students with guidance and inspiration as they are helped to establish solid vocational foundations
3. Ability to select and use appropriate learning materials and methods for effective teaching
4. Ability to coordinate the youth organization program
5. Ability to prepare appropriate reports
6. Ability to integrate school, work and club learning experiences
7. Ability to utilize appropriate public relations devices and media
8. Ability to help students make personal adjustments
9. Ability to teach related classes
10. Ability to perform evaluation and follow-up activities
11. Ability to keep up-to-date on business trends and developments
12. Ability to help training sponsors plan and organize individual instruction to be provided students

Essential Understandings for Teacher-Coordinators

1. Understanding of the requirements, demands, and atmosphere of the work situation of the students
2. Understanding of the business point-of-view as well as the needs of the particular students
3. Understanding of Federal and State laws relating to vocational education and employment

Essential Personal Qualifications

1. Sufficient occupational experience to earn and maintain the respect of the students, employers, school personnel and community and to perform the essential duties and responsibilities of an occupation in the teaching field.
2. Warmth and commitment to helping youth make the transition from school to the world of work. (Especially strong commitments are required of personnel who work with disadvantaged students.)

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[5] National Conference on Cooperative Vocational Education, **Implications of the 1968 Amendments**, notes and working papers, February 26-28, 1969 (Minneapolis, Minnesota, 1969), pp. 79-80.

3. Public relations qualifications
    a. Enthusiasm
    b. Attractive appearance
    c. Ability to sell ideas

Teacher-Coordinator Job Description

A group of 200 selected participants representing business, industry, labor, education, government and community interests from across the nation met in Minneapolis, Minnesota. One of the outcomes of *The National Conference on Cooperative Vocational Education* was the following job description of a teacher-coordinator.

1. Guidance and selection of students:

    Describing the program to students

    Working with guidance personnel

    Providing occupational information

    Counseling students about entering the program

    Gathering information on students

    Programming and scheduling

    Helping enrollees with career planning

2. Placing students in training jobs:

    Enlisting participation of cooperating employers

    Selecting suitable training stations for each student

    Orienting employers, training supervisors and co-workers

    Preparing students for job interviews

    Placing students on the job

3. Assisting students in adjusting to their work environment:

    Helping students on their jobs

    Dealing with job problems

    Planning personal development with training supervisors and students

    Evaluating job progress

4. Improving training done on the job:

   Establishing responsibilities on the job

   Developing training plans

   Consulting and assisting training supervisors

   Maintaining training emphasis

5. Correlating classroom instruction with on-the-job training:

   Determining needed instruction

   Assembling instructional materials

   Preparing for instruction

   Teaching classes

   Directing individual projects and study

   Obtaining assistance from other teachers

   Advising training supervisors concerning applications of classroom instruction to be made on the job

   Evaluating learning outcomes

6. Assisting students in making personal adjustments:

   Aiding students in correcting poor personal habits

   Counseling students with personal and socio-economic problems

   Assisting students with educational problems

   Resolving behavioral problems

7. Directing vocational youth organization:

   Advising youth group

   Guiding students in organization of activities

   Participating in group activities

8. Providing services to graduates and adults:

   Providing guidance and placement services for graduates

   Participating in the planning and operation of adult education programs

9. Administration activities:

Planning program objectives

Research and planning – surveys

Organizing and working with advisory committee

Planning curriculum

Communicating school policy

Preparing reports

Budgeting and purchasing

Participating in professional meetings

Consulting with manpower agencies such as employment services and CAMPS (Comprehensive Area Manpower Planning Systems)

10. Maintaining good public relations:

Planning the publicity program

Preparing printed publicity

Constructing displays and exhibits

Contacting new media

Maintaining communication with faculty, parents, community, employers, school administrators and student body.

ADVANTAGES OF COOPERATIVE VOCATIONAL EDUCATION

Greater Relevance of Curriculum and Instruction

Without doubt, the greatest current concern about education in general is the relevance of curriculum and instruction to the needs and interests of present-day youth. Cooperative vocational education has some built-in features that almost insure relevant instruction when properly used. A few of the more salient points relating to the relevance of cooperative education are given below. In relating these claims, the assumption is made that the definition of cooperative vocational education found in the 1968 Amendments is in effect.

1. Students are placed in occupations that are in harmony with their abilities and interests.

2. Each student follows a written plan of on-the-job experiences which is based on occupational requirements and individual student needs.

3. Students have the opportunity to learn skills on real jobs under actual working conditions.

4. Classroom instruction, on-the-job training, and youth organization activities are articulated in the development of clearly identified student competencies.

5. Students have an active role in the choice of content and methods because of their unique experiences which incite them to seek education for their developing personal needs.

6. The teacher is not the sole authority. The teachings are supplemented with the practices and ideas of employers and employees of the occupational environment.

7. Students can better evaluate the contribution of general and vocational education in terms of their own needs and aspirations.

8. Students are able to identify with the world of work in a meaningful way.

9. Students encounter daily situations in an adult environment which cause them to examine their values and reappraise their potential in occupational and social situations.

10. Students make the transition from school to work gradually under the skilled guidance of a teacher-coordinator, giving them time to comprehend the significance of the learning situation and the world of work.

11. Students receive direct on-the-job contact with professionals whose responsibility it is to stay up-to-date in their profession.

12. Curriculum revision is more rapidly reflective of current occupational requirements.

13. Cooperative vocational education enables the student to relate education to his occupational interests at a period of life when it is natural for him to look outside the school for learning and earning.

14. Cooperative education may provide the most influential means of coordinating the home, the school, and the world of work on behalf of the student.

Better Application of Learning

One of the most visible values of cooperative vocational education is the opportunity for better application of classroom learning to a real-life test. This value is particularly important in the development of the capabilities needed for good occupational adjustment. Simulated occupational environments rarely provide a laboratory of real-life employers and employees and seldom one with real-life customers or clients. Occupations vary widely in their reliance on job experience for learning the required technical competencies. Evidence concerning the better application of learning in cooperative vocational education follows:

1. Students are able almost immediately to test their occupational learning voluntarily and independently in a real-life situation.

2. The job usually functions as a learning laboratory in which structured assignments that do not interfere with production are carried out on the job. When they do interfere, arrangements may be made for special instruction outside of working hours.

3. Students apply their learning in a variety of job situations and return to the classroom for analysis and group discussions. Thus, they understand better and appreciate the difference in practices among employing organizations. Such variances in applications would not be possible in almost any simulated environment.

4. Students acquire a better understanding of problem-solving and the scientific method. Problems arise on the job or in school; they are identified; they are investigated. Alternatives are explored and some are chosen. They are tried out on the job and observations are made. The action succeeds or fails and the cycle is dropped or repeated.

5. Well chosen training stations become rich learning resources and usually furnish more valid information than is available to learners through other means. Carefully prepared on-the-job training sponsors take a personal interest in the student's development and function as excellent laboratory instructors.

6. Under guided experiences on their jobs, and sometimes in unplanned situations, students are led to appreciate the values of general education.

7. The total physical and psychological job environment adds materially to the laboratory and teaching facilities available.

8. Frequent periodic applications of classroom to learning to an employment situation remove artificial barriers to learning.

Improved Balance in Vocational Capabilities

Vocational education has done a very commendable job of developing technical skills and knowledge in the traditional vocational fields. The same cannot be said of occupational adjustment and career development; studies show that a major portion of jobs are lost for reasons other than incompetency in the technical skills and also that occupational tenure among vocational education graduates leaves much to be desired. Many vocational educators attribute this phenomenon to an inadequate training environment in the traditional vocational education setting. A few cogent points regarding balanced vocational capabilities follow.

1. Properly designed occupational experience provides opportunities for exploration of the three major vocational capability areas, (1) technical, (2) occupational adjustment, and (3) career development, through the employing organization's physical facilities and its human environment.

2. First-hand guidance information is available for the asking at the job training site. Chances are that, when properly solicited, such information will be more complete and accurate than could normally be communicated because of the bond between the student and the employing firm or organization.

3. Teacher-coordinators are likely to be more sensitive to the need for balanced instructional content than other vocational teachers because of the continuous feedback from training sponsors and other employees on the behavior of the student.

4. Continuous dialogue among the coordinator, the employer and the student provides ample opportunities for a balanced viewpoint in formulating the student's individual curriculum.

5. The coordinator's regular contacts with employers, employees, and the student facilitate helping the student personally bridge the generation gap as well as master the technical capabilities.

6. As wage earners, students develop an appreciation and respect for work and are aided in obtaining worthwhile jobs.

7. Students are able to observe and assess the importance of personal traits so necessary for employment: punctuality, dress, regular attendance, and responsibility for completing assigned tasks.

8. Cooperative vocational education provides many students with their most useful contacts with society outside the home.

9. Cooperative vocational education helps students clarify relationships between education and employment and earnings.

10. Cooperative vocational education adds breadth and depth of meaning to the student's studies.

11. Work periods offer opportunities for independent exploration of an environment providing for new knowledge, practices, and experiences.

Extension of Training to Additional Occupations and Students

Even with programmed instruction and computerized practices, the schools cannot provide adequately in the school alone for the multitude of occupations which compose our labor force. Even if the technical training could be automated, it would not be possible to provide training in the personal and social capabilities needed in large numbers of behavioral-science-based occupations. In many occupations, however, cooperative vocational education can furnish the essential elements that complement classroom work and provide a reasonable training program. Some of the most prevalent points relating to this value of cooperative education are as follows:

1. Cooperative education is well-equipped to prepare students for new and emerging careers with some assurance that they will be gainfully employed.

2. Cooperative vocational education is relatively well-equipped to accommodate students of a wide range of ability as compared to vocational education offered without occupational experience.

3. Cooperative vocational education is better equipped to provide for the needs of occupations which draw on more than one discipline than is vocational education which is limited to classroom instruction.

4. In these times of rising costs, educational institutions can utilize their staff and facilities much more effectively by shifting part of the costs of education to the employing community. This enables the school to provide for the expansion of occupational training.

5. Cooperative vocational education is a significant means of aiding low-income students.

6. Cooperative vocational education enables some students to stay in school who otherwise would drop out to seek employment.

Built-In Manpower Training Control

Congress has great concern for balancing the demand and supply of manpower. Reducing unemployment has been one of its major goals during the 1960's. Though the record is favorable in recent years, Congressional concern remains. Hence, the manpower control feature inherent in cooperative vocational education appealed to Congress and will appeal to other groups dealing with manpower problems. Some of these features may be described as follows:

1. The number of persons training for an occupational field is limited to the number of available training stations (employing firms) unless an alternating plan is used in which two students hold one job.

2. Advisory committees representing employers and employees are an essential feature of cooperative vocational education. These committees counsel the school on the manpower supply and demand problem.

3. Cooperative vocational education should be started only after adequate employment, demographic and other essential data have been collected, analyzed and a favorable report is made.

4. Cooperative vocational education promises to have a stabilizing effect on the labor market because of its occupational tryout and guidance features.

5. Cooperative vocational education is equipped to help disadvantaged and handicapped youth become well-adjusted members of the labor force in quantities that can be absorbed.

6. Cooperative vocational education consistently yields high placement records, high employment stability, and high job satisfaction.

Closer Relationship with the Community

The 1968 Amendments stress the use of the employment service, employers, labor and other community agencies and groups in identifying training opportunities. Extension of cooperative vocational education into new occupational areas and including disadvantaged and handicapped students, both in and outside of school, thrusts new responsibilities on the community, and calls for new relationships between the school and community groups. These ties serve to strengthen the program. Major contributions are as follows:

1. A close partnership between the schools and the occupationsl world is necessary in order to maintain the proper relevance of training and the basic subjects to support the occupational training.

2. In cooperative vocational education the schools and the employing community are brought together on mutual educational problems that are within their power to understand and handle.

3. When employers engage in vocational education in their stores, shops and offices, an appreciation of the school's problems is inevitable. This phenomenon holds for the schools's understanding of employers' problems as well.

4. As the program expands to accommodate new groups of students, the need for wider community support grows and new groups are involved which introduce fresh perspectives on established policies and procedures.

5. Student achievement is accelerated when academic and employment environments are combined. The environmental experience in one supports and influences the experiences provided in the other.

6. Business and industry spokesmen, who participate with youth in cooperative education, may provide the community with vital understandings about education when they speak to civic clubs or in other ways to participate in community activities.

7. An excellent source of future employees may be developed by business, industry, and government through becoming involved with educators who are developing young people via cooperative education.

8. Employers and students have a chance for a trial acquaintance before full-time employment.

9. The two-way working relationship with the wide community adds quality and distinctiveness to the school as a whole.

Improved Vocational Guidance

Opportunities for improved vocational guidance abound during the period of cooperative employment when students can engage in occupational tryouts to see whether or not they are suited for the type of career in which they are gaining experience. Opportunities to investigate the way of life of persons engaged in an occupational field are much more favorable to a cooperative student than to students not in the program. Among the vocational guidance advantages and opportunities of cooperative vocational education are the following:

1. Cooperative vocational education provides career guidance in making suitable choices of a field or work. Students may receive the help of teacher-coordinators who have had successful occupational experience in addition to teaching, of regular vocational counselors, of employers, and co-workers at their training stations.
2. Students who have the opportunities afforded in cooperative education are provided early occupational experiences which are vital in making immediate and long-range career decisions.
3. Cooperative vocational education encourages students to finish high school and to enter employment or continue into higher education.
4. Students may try out a variety of work situations under trained teacher-coordinators as cooperative students before they leave school.
5. The ability to get and hold a job helps the young person bridge the gap between school and work. Alternated periods of school and work under guidance allow for gradual induction into the world of work.
6. Cooperative vocational education provides the student with a wider range of possibilities for employment after graduation.

SUMMARY

Cooperative education enhances occupational preparation by involving students in the real world of work. Cooperative education builds individual qualifications for subsequent full-time employment or advanced study. Other worthy outcomes are evident but subordinate to the primary purpose. For example, wage payments satisfy financial needs and thereby retain in school students who might otherwise drop out. Students are provided vocational instruction closely related to their career goals and job situations. Through actual employment, career decisions are stabilized, adjusted, or redirected as a result of exposure to an employment area.

Chapter III

DETERMINING NEEDS & INTERESTS FOR COOPERATIVE VOCATIONAL EDUCATION

Sound cooperative vocational education programs are not organized spontaneously. Ideally, a year or more may be required to study the needs, to plan, and to tool up properly for the operation. Even under the most favorable conditions at least nine months are usually necessary to gather essential data, obtain the necessary local support in the employment community, identify and counsel students who can profit from the instruction, employ personnel, organize and work with advisory committees, and provide facilities and instructional materials.

The need for cooperative vocational education may be crystal clear to the local top school administrators and to enough employers to support a class, but unfortunately this is not sufficient justification to convince all of the people on whom the successful inauguration and development of the program depends, nor is it likely to be sufficient for personnel who are responsible for reviewing applications for program funding approval. Significant facts and figures are needed to [illegible] support of some present and/or future school supervisory personnel, guidance counselors, faculty members, additional employers, and other community groups. A strong, factual justification for cooperative vocational education will be extremely helpful to school administrators and program-implementors, not only in meeting possible resistance from opponents of the plan, but in maintaining sound steady growth during relatively low economic activity as well as during prosperous times.

Justification of cooperative vocational education is largely a matter of gathering, organizing and presenting data from the viewpoint of those who do the judging. Initially, the task may appear to be one of satisfying a legal requirement but upon reflection the responsibility will soon reveal a surprising number of groups of interested, important people within the school system and the community.

DETERMINING STUDENT NEEDS FOR A PROGRAM

When justifying cooperative vocational education factually, the school should first establish the fact that cooperative vocational education will serve the needs of students in the school. Program-planners must keep in mind that this type of education is only one component of a total vocational education program that serves the community, state and nation. Cooperative vocational education should be available at the proper time and place in an individual's vocational development. Such optimal time, of course, varies among individuals. This implies that any justification of cooperative education should take into account data concerning a wide range of individuals and their needs.

Follow-Up Studies

A school which is sincerely concerned with providing education which is relevant to the needs of students will conduct follow-up studies which show the employment histories of graduates and drop-outs. Some schools report that a large percentage of their graduates attend college; it may be more important to know what jobs all graduates have held and what problems they have had in making a satisfying and satisfactory occupational adjustment. Factors which may justify initiating cooperative vocational education are:

1. Periods of unemployment after leaving school
2. Series of unrelated entry level jobs
3. Sub-minimal incomes relative to costs of living
4. Expressed needs for training that could have been met through cooperative vocational education
5. Occupations performed which are best learned through cooperative vocational education

If it can be shown that the unmet needs of graduates and drop-outs could have been served by cooperative vocational education, a school has justification for trying to start a program. It is essential that follow-up studies contain reliable and valid data, and that information be obtained from students who left school more than one year prior to the time of the follow-up, possibly from students who left 3, 5, 7 or 10 years earlier.

Needs of Presently Enrolled Students

There are a number of factors and methods to consider when determining the needs of students within the school. If they can be obtained, the expressed interests and needs by students may be the single most important kind of data. Many students are unduly influenced by parents, their peer groups, and by other faculty members to select courses and curriculum patterns which they feel are prestigious or popular and which are not necessarily suited to the students' individual needs and interests. Assuming students have had some exploratory occupational education and have developed some criteria for planning their own vocational development, and assuming reliable methods of obtaining information from them are employed, the following factors should be considered in justifying the need for a program:

1. Students' career plans and interests
2. Students' plans for further education
3. Students' interests in occupations for which training can be provided
4. Students' needs to work in order to remain in school or while obtaining further education
5. Nature of part-time jobs held by students, hours worked, and income earned
6. Students' perceived relevance of schools' offerings for personal needs

In addition to the information obtained directly from the students, other faculty members are able to provide information of value in justifying the needs for cooperative vocational education. Through their association with students they know which ones would benefit from practical learning experiences and wherein the students are likely to have strengths and weaknesses. The counselors, school nurse, psychologist, special education teachers, and school social workers can supply useful information about the individual needs of students.

It is also important to know whether or not the faculty has a positive attitude toward cooperative vocational education because their support is vital to the success of programs. Even a single vociferous faculty opponent can raise doubts in the minds of inadequately informed staff members and students; hence it is well to make certain that the faculty recognizes the need for cooperative vocational education before a program is initiated. A proposal to initiate cooperative vocational education should be presented at a meeting of the entire faculty in order that the members understand the purposes of the program and that their support is confirmed.

Cumulative records can contribute information to justify the need for a program and to confirm needs expressed by students and faculty. The results of measures of aptitudes, achievement and interests may be used in describing the needs of particular groups of students or in assessing individual needs. The records also provide information on students' progress and adjustment to the school environment which may be helpful in pointing up the need for a different kind of learning experience.

MEASURING EMPLOYER INTEREST IN THE PROGRAM

Employer interest and support must be measured very early in the planning because without them there can be no cooperative vocational education. Employers must perceive the program to be a source of potential trained manpower for full-time jobs and an opportunity to fulfill a social obligation rather than a way of getting cheap part-time help. The training must be for occupations "susceptible to promotion and advancement" and "related to existing career opportunities." Therefore, the following kinds of information should be obtained from employers:

1. Number who can provide suitable training
2. Number and kinds of occupations in the community
3. Potential short- and long-range needs for trained full-time workers
4. Training needs for particular occupations or for competency areas
5. Number of students for whom employers could adequately provide on-the-job training
6. Number willing to provide training, even though full-time employment opportunities in their organization are limited.

Surveys of Employer Interest

In establishing the needs for cooperative vocational education, a thorough inventory of employer interest is essential. Before assessing their potential participation, employers must be informed of the purpose of a program, its advantages, and their role in its operation. Thereafter a more formalized survey would establish the fact that employers are committed to the objectives of cooperative vocational education and are ready to cooperate in the training.

Steering Committees

A steering committee, which initially may be composed of employers from all the major occupational fields, can provide a general idea of the training needs of a community and the degree of employer interest that can be generated for a program. The involvement of employer groups in the initial planning stages stimulates employer interest and guides planners in identifying the most appropriate needs to serve. The steering committee may actually participate in conducting the survey of employer interests.

Obtaining Occupational Need Data

A local school would have difficulty in justifying a cooperative vocational education program for occupations which are not well represented in labor force data, or for those occupations in which the number of employed workers is rapidly decreasing. On the other hand, there would seem to be justification for programs which prepare workers for occupations in which there are shortages of trained workers. It is essential that local plans include reliable data on the short and long-range occupational needs for the area served by the program. The following kinds of information should be utilized:

1. Unemployment and employment rates in a geographic area and by occupational categories

2. The availability of suitable work training stations in a geographical area that may extend beyond the local community or local school district

3. Information on typical manpower needs (quantitative data) including:

    a. Youth unemployment rate in the school district

    b. Current job openings in the labor market area

    c. Labor turnover and employment expansion rates

    d. Five-year projections for employment growth

    e. Job qualifications in occupational categories

    f. Hazardous occupations for which student-learners may be exempted

    g. New and emerging occupations

Government Publications

Vocational educators should be aware of occupational trends nationally as well as for the local areas and state for which they plan educational programs. Today, and probably in the future, people are very mobile and many students can be expected to move from one area of the country to other areas, or from rural communities to urban centers. Therefore, it is necessary to know something about the demand for and supply of workers in various occupational categories and where the jobs are located. Much of this information is available in bulletins and reports published by the U. S. Government Printing Office. The following publications would provide helpful information:

1. Occupational Outlook Handbook (published bienially) and the Occupational Outlook Quarterly

2. Manpower Report of the President (published annually)

3. Census of Business (published every five years)

In addition to the publications listed above, there are State reports on manpower facts and figures which are available from the Illinois Employment Service and the Illinois Department of Labor.

Illinois Employment Service

Vocational education planners are encouraged to work closely with the local Illinois Employment Service personnel to keep abreast of local occupational needs. They can provide quantitative data on unemployment and employment rates by geographic areas, occupational categories and qualifications being required for employment. These are essential facts to be considered in justifying cooperative vocational education programs.

Comprehensive Area Manpower Planning Systems

By consulting with the CAMPS committee for an area where the school is located, or by reading their periodic reports, the needs for training of particular groups, for specific occupational categories and in particular geographic areas can be identified. Their reports would also indicate all of the occupational training programs and other manpower services currently available and the needs for training which are not being met. The purpose of these systems is to avoid duplication of effort and costs of training and to achieve a balance between the number of workers trained and the available employment opportunities.

CONSIDERING AVAILABLE VOCATIONAL EDUCATION

Decision to start new programs of cooperative vocational education should not be made without consideration of how a new program complements or supplements the vocational education already being provided. In addition to consulting with the Illinois Employment Service and the comprehensive area manpower planning systems committee on training needs, local planners must examine their total vocational education program and the efforts of other agencies in the community which provide education for work.

Vocational Education Within the School

Cooperative vocational education may be one of many components of a total vocational education program and should be considered in its relationship to other parts. Ideally it is the "capstone" learning experience for students who have had some exploration of broad occupational fields and have developed entry level skills for the occupations to be learned in cooperative vocational education. The need for vocational instruction prior to beginning on-the-job training varies with individuals and the jobs they will enter; however, in order to provide cooperative education for most occupational fields, it is necessary to offer pre-cooperative vocational instruction which provides orientation and preparatory courses in the chosen area of the student.

Although it would be more often the case that cooperative vocational education is offered for too few occupational fields, administrators in multi-school districts should avoid unnecessary duplication of programs within a district. More effective instruction might be provided by homogeneous occupational field groupings. Also, it is frequently more efficient to transport students to schools for special instruction than to offer the specialized vocational instruction in every school within a district. The matter of identifying as many alternatives for program operation as possible and exploring the logical courses of action is a function of total program planning and is necessary in justiyfing any sections of cooperative vocational education.

Education for Work by Other Agencies

The cooperative vocational education provided by the school should complement or supplement the training available through other agencies in the community. The school should work with these agencies in the community to coordinate the total community training efforts. It is much easier to justify a program which serves an unfilled need in the community than one which duplicates training already available. A good local plan indicates how a cooperative vocational education program fits into the total training efforts of the community. Joint planning strengthens the proposal to add new programs.

SUMMARY

Once decision-makers have dispelled the notion that all cooperative vocational education is the same, they are ready to consider which program designs are most suitable in light of the needs of potential students to be served and the availability of community resources. In most situations several types of cooperative vocational education will be required to perform the task adequately. Under these circumstances consideration must be given to the articulation of the several types of operation so as to avoid conflicts among personnel involved when the program becomes operative. This requires accurate knowledge of the various operating plans, thorough understanding of the essential factors in selecting such plans and, of course, a good appraisal of the needs of prospective students and a sufficient number of employers who can provide good training on the job.

There is considerable interdependence between the availability of good training stations (employing firms) and the plan of program operation. Some arrangements provide more quality training stations than others; some are more feasible than others at given periods in program development. Thus foresighted program-planners will take a long-range view when selecting operational plans for their total cooperative vocational education venture.

Chapter IV

PLANNING TO MEET STUDENT AND COMMUNITY NEEDS THROUGH COOPERATIVE VOCATIONAL EDUCATION

Cooperative vocational education should be organized to meet the needs of individuals for occupational preparation and adjustment as well as the needs of the community for trained manpower. The State Board of Vocational Education provides funds to local school districts to extend cooperative vocational education to students who can benefit from this phase of education in preparing themselves for the world of work.

The planning for cooperative vocational education should be a team effort involving key individuals in the school and community. School personnel should include: superintendent, principal, director of vocational education, department heads, guidance personnel, and teachers in the department. From outside school, assistance should be sought from (1) Consultants from the Occupational Consultant Unit, Division of Vocational and Technical Education, (2) key figures in business, industry, and labor, (3) Illinois State Employment Service. Naturally, in any given community, the type and size of the school and the kind of cooperative education plan will dictate the persons to be involved in the development. Ultimately the teacher-coordinator will be the key figure in seeing that the needs of the students and community are being met through the cooperative vocational education method.

Cooperative vocational education is a part of the total vocational program and the proposal to control this phase of vocational education should complement or supplement the existing efforts made by a school district to prepare individuals for work both within the school and through other agencies.

THE LOCAL PLAN FOR VOCATIONAL EDUCATION

The Vocational Education Amendments of 1968 can be characterized as a charter for some important changes in emphasis for education in Illinois. The new legislation provides the opportunities for those who carry out programs of occupational preparation in local communities throughout the state to tailor their programs to the needs of people, particularly for those whose opportunities have been limited in the past.

The Division of Vocational and Technical Education enthusiastically subscribes to the intent of the 1968 Amendments and is following through with an organizational format and philosophy which changes the role and function of the Division to leadership and service.

This State Plan provides an administrative structure under which assistance and flexibility will be provided to allow local educational agencies to provide programs in response to needs of individuals and state manpower demands, with state administration, supervision, and funding procedures that complement this intent.

Local educational agencies are required to submit a plan for vocational education to the State Board of Vocational Education and Rehabilitation if it intends to obtain funds for vocational programs, services, and activities.

The content of local applications includes:

(1) a description of proposed programs, services, and activities (including evaluation activities) for which funds under the State Plan are being requested

(2) a justification of the federal and State funds requested and information on the amounts and sources of other funds available

(3) information indicating that the application has been developed in consultation with the educational and training resources available in the area to be served

(4) information indicating that programs, services, and activities proposed will make substantial progress towards preparing the persons served for a career

(5) a five-year plan for meeting the vocational education needs of potential students in the area or community to be served

(6) information indicating the means by which the programs, services, and activities proposed will make substantial progress towards meeting the needs set forth in the five-year plan

The local plan requires the following types of information:

1. General information
2. Program and course information
3. Student information
4. Personnel information
5. Financial information
6. Evaluation information
7. Statements of assurances

I. General Information — This broad category is used to record data which would have a bearing on all vocational programs within the specific school district. Consequently it is one of the larger categories and one of the most important for planning purposes. The following examples will illustrate some approaches taken to obtain this type of information.

A. Attachment of several letters to local application which verify need for specific vocational programs. Letters may be from: (1) State Employment Service, (2) Department of Labor, (3) Representatives from business and industry, (4) Chamber of Commerce, (5) Individual firms, or (6) Professional organizations.

B. Surveys by school or employment service showing employment opportunities.

C. Table listing by OE Code the employment demand and output.

D. List of job categories employing largest number of people in the school district area.

E. List of job categories with the most critical shortages of trained workers in the school district area.

F. Total unemployment rate, youth unemployment rate.

II. Program and Course Information

A. Title and behavioral objectives of course specifying:

B. 6 digit OE codes for which course prepares

C. Projects and planned experiences

D. Indication of student objectives by % of enrollees, i.e., labor market entrants, post high school programs, other (specify)

E. Description of youth group participation.

F. Description of relationship of on-the-job training to classroom study.

G. Description of standards of performance expected at course completion.

H. Copy of curriculum guide attached to local plan.

I. Description of how course fits into local 5 year plan.

J. Description of any special features, i.e., multi-discipline, cluster.

K. Description of supportive services to be provided, i.e., administration and supervision, advisory groups, in-service.

III. Student Information – This category provides information on the target group for which specific courses are being designed and how these students will be identified.

A. Procedures for identifying students

1. Indication of tests to be used.

2. Check list of target groups on which Local Educational Agency (LEA) checks appropriate groups for each course, i.e., regular students, handicapped, disadvantaged, adults, private non-profit school students, secondary, postsecondary.

B. Guidance and counseling services to be provided

1. Description of counseling plan.

2. Justification for separate vocational guidance program.

3. Description of how vocational guidance program will be articulated with regular guidance program.

IV. Personnel Information – This category provides data on the persons charged with the responsibility of implementing the local plan.

A. Qualifications of staff

1. Certification status

2. Teaching experiences

B. Estimate of teachers needed – for next five years by OE code.

V. Financial Information – This category is used to determine both the cost of implementing the local plan and the relative ability of the LEA to finance vocational education.

A. Estimated expenditures

1. Salaries to be paid

    2. Equipment to be purchased or rented
    3. Supplies, travel, other costs

  B. Financial Status of Local Education Agency

    1. Net valuation of taxable property
    2. School tax rate
    3. School tax as % of total tax
    4. Equalized valuation per pupil
    5. Justification of need for Federal or State funds
    6. Indication of a maintenance of effort

  C. Tuition (if any)

    1. How tuition is computed
    2. Tuition rate for year

VI. Evaluation Information – This category shows how LEA will measure the effectiveness of their program.

  A. Describe placement and evaluation procedures

    1. Name of instrument to be used
    2. How results will be used in programs
    3. Follow-up procedures

VII. Statements of Assurance

  A. Compliance with Vocational Act, regulations, and State Plan
  B. State funds will not supplant local funds
  C. State funds will only be used for purposes specified in plan
  D. Annual report will be made

The local plan for vocational education is an integral part of the application for state funds and is the basis on which reimbursement is made. The State staff has the responsibility for evaluating the local plans in terms of meeting State priorities. The local application, properly utilized, should be an instrumental document in planning effective vocational education programs.

For further information please see: *Guidelines and Format for Preparing Local District One and Five Year Plan for Vocational and Technical Education*, published by the State of Illinois, Division of Vocational and Technical Education.

The plan would provide answers to the following interrelated questions:

1. WHAT ARE THE OBJECTIVES OF YOUR PROPOSED VOCATIONAL AND TECHNICAL PROGRAM?

   Identify the objectives in measurable terms as they apply to (a) your proposed program; (b) curriculum emphasis; (c) articulation with and between other levels of education and the total curriculum.

2. HOW WILL PROPOSED PROGRAM OBJECTIVES AND GOALS MEET THE NEEDS OF ALL YOUTH AND ADULT STUDENTS?

   (a) A brief, concise course description should be included if available for each vocational program or course offered. (Must be submitted to the State Office only once unless there are modifications). (b) List the criteria used in identifying the target groups (i.e. disadvantaged, handicapped) included in your plan. A description of additional services that are being provided to these groups must be included. (c) Justify the multipliers claimed in Section D. (d) Programs planned or in operation under Manpower Development Training Act and other special contracts must be mentioned.

3. WHAT AND HOW WERE COMMUNITY RESOURCES USED IN PLANNING AND IMPLEMENTING YOUR PROPOSED PROGRAM?

   (a) What resources and services were utilized in the development of your plan (internal and external)? (b) How did local resources facilitate the achievement of program objectives and goals? (c) What type of Advisory Council (or councils) are utilized and what is their role and function?

4. WHAT ARE THE ANCILLARY SERVICES BEING PROVIDED IN THE PROPOSED VOCATIONAL-TECHNICAL PROGRAM?

   (a) What specific guidance and placement services; and (b) what student organization and/or activities are provided for vocational students?

5. HOW DO YOU PLAN TO EVALUATE YOUR PROPOSED PROGRAM?

   (a) Criteria to be used in annual self-evaluation such as placements and follow-up; (b) who will evaluate; (c) relationship of evaluation to objectives, goals, community and individual needs as listed in Question 1 and 2.

6. WHAT IS THE PROPOSED IMPROVEMENT FOR THE COMING YEAR?

   (a) Program improvement; (b) Those Districts receiving less than full approval on their previous Plan *must* describe progress toward meeting the criteria established for full approval.

7. HOW DO YOU PROPOSE TO IMPROVE PROGRAM QUALITY WITHIN FIVE YEARS?

   (a) Program innovations; (b) staffing and planned in-service training of staff; (c) physical facilities and equipment; (d) cooperative arrangement with other districts; (e) use of area resources; (f) summer programs.

Assistance is available upon request to any local district for planning, development, and implementation of their proposed program. The Regional Vocational Director for the region is available for consultation, as well as a specialized staff of consultants in the various areas of occupational training.

It is strongly recommended that cooperative vocational education personnel become involved in the development of the local plan. Some school districts have asked their teacher-coordinators to develop their own plan for their own particular area. (See Figure 1) Thus conceivably numerous plans could be developed locally before the local plan is submitted to the State. Plans would be developed in the following occupational areas: (1) Applied Biological and Agriculture; (2) Business, Marketing and Management; (3) Health; (4) Industrial Oriented; and (5) Personal and Public Service.

PLANNING FOR NEW PROGRAMS IN COOPERATIVE VOCATIONAL EDUCATION

It is advisable for a district to begin planning for the cooperative vocational phase of its vocational program at least a year in advance of its initiation. The following outline may serve as a guide for school officials who have been delegated the responsibility for getting the program underway. This guide is based on the assumption that one year of planning time has been allowed.

Outline of Plan for Organization of New Programs in Cooperative Vocational Education

A. Determine whether or not a program is needed and feasible. (First semester)

   1. Secure permission from all necessary school officials to investigate the need for a program.

   2. Learn how the program operates, who is responsible for the organization and administration of the local program, and the responsibilities and functions of teacher-coordinators and related subject teachers.

   3. Prepare in writing a basic outline of the plan you intend to follow in determining the need for the program and submit to appropriate administrative officials.

   4. Contact state department of vocational education through appropriate administrative officials in school to secure appropriate bulletins and learn state requirements.

   5. Request assistance in determining the need for a program from the Division of Vocational and Technical Education.

   6. Contact key individuals among employer, employee, school, service club and other agencies regarding the advisability of setting up a program.

   7. Have administrative official appoint a steering committee (temporary advisory committee).

   8. Have a steering committee meeting at which time the following points are emphasized:

      a. Function of committee
      b. Objectives of proposed program
      c. General acquaintanceship with program
      d. Proposed plan of action

   9. Conduct student survey to determine student needs and interests.

   10. Make a local occupational survey to determine the number and types of training stations available. Sources of assistance in gathering occupational need data:

       a. Advisory committee
       b. Public employment service
       c. Comprehensive area manpower planning committee

d. Chamber of Commerce
e. U. S. Census statistics
f. Service clubs
g. Labor groups
h. Research coordination units
i. Counselors
j. Trade associations
k. Division of Vocational and Technical Education

11. Determine whether the cooperative education program will fit into total school program answering the following questions:

    a. Are there sufficient physical facilities, room and equipment available?
    b. Can instructional materials be made available?
    c. Can the school meet the requirements of the State Plan for the program?
    d. Are instructional personnel available?
    e. Is the school near enough to the employment community so that students can get to the training stations from school and home without undue difficulty?
    f. How many students are now working?
    g. What courses, if any, must be added for effective operation of the program?

12. Determine whether or not there will be sufficient need for and interest in the program using the following sources of data:

    a. Student interest survey
    b. Parents interest survey
    c. School board recommendations
    d. Guidance personnel recommendations
    e. Faculty recommendations

13. Devise a tentative written plan, including: philosophy, objectives, policy formation, control, procedures, responsibilities of personnel, organizational structure and general supervision, broad advisory functions, and an estimated total cost and budget for the program and local plan.

B. If the program is feasible, these steps may be taken to establish the program (Second semester):

1. Select and hire a teacher-coordinator.

    a. Determine the number of part-time and/or full-time teacher-coordinators required.
    b. Inform the teacher training institutions and the Division of Vocational and Technical Education of the need for a coordinator(s).
    c. Consider state requirements and essential personal characteristics when selecting a teacher-coordinator answering the following questions:

        (1) Does the coordinator have the required professional and technical training for the particular program to be installed?
        (2) Is the coordinator occupationally competent for this program? (Does he have actual work experience in the occupational field in which he will train students?)
        (3) Does the coordinator have a deep interest in youth?
        (4) Does the coordinator believe in the program and the need for it in the school and community?

(5) Will the coordinator be respected as a teacher and a faculty member by pupils and faculty?
(6) Will the coordinator be respected by members of the employment community?
(7) Will the coordinator be an active participant in school and community affairs?

2. Install the program.

   a. Decide upon the type or types of programs to be installed.
   b. Study lead-in courses which students may have taken.
   c. Describe characteristics of students to be served.
   d. Identify occupations for which training will be given.
   e. Provide space for the program, classrooms, etc.
   f. Plan the appointment of an advisory committee.
   g. Publicize continuous progress in the development of the program.
   h. Thoroughly inform the faculty of the school on the objectives of the program and how it operates.
   i. Inform parents about the program.
   j. Through the counseling services, identify students who would benefit from and be interested in the program.

C. Before school begins (May through August):

1. Review planned budget and make recommendations for any needed revisions.

2. Continue to work with the steering committee (temporary advisory committee) made up of representatives of employers and employees for the occupational field(s), and from the school, parents, and students.

3. Interview and obtain additional information of potential students.

4. Identify students who are to be accepted for cooperative vocational education.

5. Describe expected student outcomes.

   a. Identify career goals and occupations.
   b. Specify needed competencies.
   c. Write statement of expected student outcomes.

6. Arrange for on-the-job training with employers.

   a. Select training stations (employers of students).
   b. Explain the program purposes, policies, and procedures.
   c. Obtain training agreements.
   d. Select and appoint training sponsors (on-the-job trainers).
   e. Orient training sponsors.
   f. Develop training plans.

7. Arrange placement of students.

   a. Match students with training stations where they are likely to succeed and find satisfaction in the work.
   b. Arrange job interviews.

        c. Prepare students for job interviews and successful entry.
        d. Check with employers on their decisions and follow-up with individual conferences with students.
        e. Continue arranging interviews until all students are placed.

8. Hold orientation sessions for students.

9. Plan job-related instruction.

10. Order instructional materials.

11. Attend summer workshops for cooperative vocational personnel.

12. Make coordination calls as soon as possible in order to avoid problems and to assure a successful beginning for students and training sponsors.

D. After school begins

1. Help students organize a vocational youth organization chapter and plan chapter activities.

2. Organize a permanent advisory committee(s). See Bulletin on Advisory Committee, Division of Vocational and Technical Education.

    a. Have appointment and announcement made by school administration.
    b. Describe duties of the committee.
    c. Schedule meetings.

A glance at the outline for a plan for organizing cooperative vocational education shows the need for long-range planning. Many school systems are wisely employing their potential teacher-coordinators one year in advance of the starting of programs in cooperative vocational education. A typical situation would find the teacher-coordinator with a half-time load for organizational duties for the proposed program of cooperative vocational education and a half-time teaching load.

A school that makes last-minute decisions in the spring or summer to start a program the following fall may face many difficult experiences. Problems in recruiting a well qualified teacher-coordinator, in selecting and scheduling student learners, and in selecting and developing training stations on a sound educational basis cannot be solved quickly, and the long-range success of the program will be jeopardized by hasty actions.

PLANNING TO MEET STUDENT NEEDS

Vocational education is involved with an emphasis that changes gradually from interest and concern to direct participation—student age and development are the controlling factors. Somewhere in the students early educational career an interest in a vocation must develop. This interest must find expression in the elementary school and the junior high school. At an appropriate time—dictated by student interest more than age and grade level—the student must begin occupational exploration. He needs the guidance of a teacher specially trained to aid him at this point. Students need to have an opportunity to learn about ways that people earn a living. Later the student should have the opportunity to continue his study of the occupational world by taking orientation courses and possibly participating in short term work experience programs. All through his formal educational career the student should be learning about work. He should learn much about himself and his educational preferences, and it is imperative that he sharpen his identity with his occupational future.

When he finally makes his occupational decision, vocational education should provide the hard-core essentials which will make it possible for him to find employment in a number of specific jobs related to the area of his vocational preparation.

If a school district accepts the challenge of preparing students for the world of work as part of its purposes, it should strive to gain and develop the following:

1. A commitment for vocational education must be made by school boards and administrators.

2. A commitment must be made by the faculty of the school community—that is to say that the second-grade teacher, the seventh grade teacher, the high school math teacher and all other teachers have significant roles to play in vocational development of an individual in addition to the teacher whose instructional responsibility is directly related to skills and knowledges required in occupational training. This is not a new concept in education, but never before have the occupational goals of students been so totally dependent upon their total education.

3. A commitment from the public at large—the community must be interested, informed and involved in promotion and development of vocational education.

4. A well-planned curriculum—starting early in the student's formal education where he can learn more about work, its dignity, and its relationship to the occupational world—provide a high degree of flexibility and individualization in orientation courses—expand the hard-core content of vocational education, (that part that makes a person employable) to accommodate a wider range of occupational opportunities and a larger number of students.

School districts can make curriculum changes in the following ways:

1. Provide in-service training for teachers and administrators

2. Establish Advisory Committees for Vocational Education and Cooperative Vocational Education

3. Develop comprehensive testing programs for grades K through 12. Tests such as the Educational Development Series Achievement Test, the General Aptitude Test Battery, Ohio Vocational Interest Survey and several others to help students in curriculum planning and learning

4. Organize Curriculum Steering Committee to study vocational needs of students and community

5. Conduct follow-up studies of former students.

Identifying Students' Vocational Needs

If cooperative vocational education is to be of greatest benefit, the students must be ready to make some tentative career choices at the time they enroll. Placement in a training job and related instruction can then be matched to the student's interests, abilities, and aspirations. This suggests that guidance and career exploration are essential before the students select occupational fields for exploration in depth. Beginning in kindergarten, and continuing through high school, students should have experiences which provide opportunities to explore a variety of occupations, to identify and develop talents, and to try out occupationally oriented tasks.

Occupational information should be stressed in grades kindergarten through eight. This may be done through field trips, films, guest speakers, exploratory experiences and projects in addition to guidance and counseling.

The vocational program at the ninth and tenth grade level should be organized in a developmental sequence. Each student should have an opportunity to receive a broad exposure to several occupational areas. He should gradually refine his occupational goals. This can be done through the use of occupational orientation courses, introductory courses, specific occupations, and through a continuing program of guidance and counseling.

The vocational program at the eleventh through fourteenth grade level is designed to train students for entering and advancing in the world of work. Cooperative vocational education is one plan for implementing occupational training programs. A comprehensive program of cooperative vocational education classes at the high school or post-secondary level which would provide training for many different occupations from which students could select. When a number of students are rejected from existing programs, new sections and types of plans should be organized to accommodate them.

Figure 2 is a sample of a curriculum from one school district for preparing students in Personal and Public Service occupations.

Figure 2

OCCUPATIONAL HOME ECONOMICS

Grades K-6 – Behavior and Attitude Development

Developing images of the world of work.

Developing perceptions of the value of workers.

Developing images of the values of the contribution made by workers to the nation and its people.

Providing family relations education.

Developing images of adulthood, manhood, womanhood.

Providing nutrition education.

Developing eating habits.

Grades 7-8 Preparation for High School Curriculum

Identification of pupil interest, aptitude and potential:

a. Which students like to work with children?
b. Which students like to work with food?
c. Which students like to work with sick people?
d. Which students like to see immediate results of work as in cleaning?
e. Other?

Identification of Occupational opportunities:

a. Jobs available in food service, child care services, clothing services, homes for the sick, the aged, the handicapped, etc.
b. Tasks involved in the many different kinds of jobs.
c. Job entry requirements.
d. Job advancement opportunities.

Determination of high school program correlating public aptitude and interests with occupational opportunities (guidance)

Grades 9-12 Occupational Education

First year: orientation to knowledge and skills needed in home economics related jobs; developing saleable skills. Choice of Home Econ. I Survey or Home Econ. for Special Needs to explore and develop skills in the areas of clothing, foods, child care, nutrition, housing, and consumer education.

Second year: development of competence in knowledge and skills preparatory for employment in home econ.-related jobs. Developing competence in saleable skills and consumer education. Choice of semester courses in Food Mgmt., Production, and Services I & II, Clothing & Textiles, Tailoring, Industrial Sewing/Design, and Home Econ. for Special Needs, etc.

Third and Fourth year: preparatory education in employment commonalities such as knowledge of identifying, obtaining, and advancing in preferred jobs. Developing human relation skills. Acquisition of work experience through on-the-job training in employment establishments provided by cooperating employers of workers in child care centers, food service establishments, hospitals, nursing homes, homes for the aged, private homes, hotels, motels, clothing or yard goods departments, in retail stores, upholstering shops, garment factories, and other jobs using related knowledge and skills. Choice of semester or full year courses in Food Mgmt., Production & Services I & II, Clothing & Textiles Production, Industrial Tailoring, Sewing & Design, Care & Guidance of Children, Housing, Nutrition, etc. and Home Economic Related Occupations.

Matching Cooperative Education with Student's Needs

The need for a cooperative vocational education program begins with a group of students who need vocational education to prepare themselves for employment in an occupation or occupational field. The cooperative arrangement of combining on-the-job training with classroom instruction is chosen by them as the means of achieving this goal. In order to design a program which is appropriate for the students to be served, their needs and characteristics must be clearly defined. Program coordinators must know what skills and knowledges the students possess, their interests, attitudes, and other attributes in order to place them in meaningful jobs and plan appropriate related vocational instruction. An earnest effort is made to place students in positions in which they will experience a sense of achievement and will find satisfaction. The program design may be based on an assessment of the following factors to insure meeting the needs of the students to be served:

1. Basic general educational skills
2. Specific skills to be developed prior to the occupational experience. (Pre-requisite courses)
3. Physical stamina and health
4. Personality characteristics
5. Interest in the career field
6. Special needs which the program is designed to serve

Meeting Students Needs and Goals

In spite of the many assets of cooperative vocational education, unfortunately a program has not been designed which will encompass all vocational education needs simultaneously. There are many somewhat conflicting purposes and expectations for cooperative vocational education held by individuals and groups which may cause dissatisfaction later unless choices are made at the outset of planning. It is important that the selected purposes are well understood by all the parties involved—students, faculty and counselors—because their inputs will vary with their concept of what the program is to achieve. There are at least two sets of considerations from which choices should be made—the vocational attitude continuum and the school attitude continuum:

The students' vocational attitude continuum ranges from non-vocational to entirely vocational purposes as follows:

1. To earn money in order to remain in school (Non-vocational)
2. To develop the necessary social skills and work attitudes and habits necessary for job tenure or entry into other vocational training programs
3. To develop a viable career plan based on realistic self-appraisal and accurate occupational information
4. To develop a well-balanced combination of vocational capabilities that enable graduates to advance more rapidly in a satisfying career.

The range of students' attitudes toward school beginning with youth of approximately 14 years of age who are anti-social and school and work-alienated and who may or may not be enrolled in school, and extending to highly dedicated socially sensitive semi-professional oriented students as follows:

1. Young drop-outs and potential drop-outs who are not concerned with the rewards of earning a living

2. School drop-outs and potential drop-outs who realize the need for earning a living but who lack the understanding of social and vocational capabilities necessary for job tenure.

3. School drop-outs and potential drop-outs who are willing to work and to develop the social and vocational capabilities necessary for job tenure but have unrealistic or poorly selected career goals.

4. Regularly enrolled students at all educational levels who are conscious of the need for career plans and are pursuing understandings which will lead to satisfying careers.

5. Regularly enrolled students at all educational levels who have well-chosen career plans.

Identifying the Characteristics of Prospective Students

There should be common understanding among all of the parties involved concerning the characteristics of prospective students. Regardless of student ability levels, there should be agreement between the school and employers about the program entry criteria and standards. Employers must be aware of the characteristics of the students they employ. Information concerning prospective students in the categories listed below, plus additional information dictated by the special needs of the particular groups, will be helpful to program-planners. Home visitations and/or parental conferences are an intregal part of the selection process. It is particularly important that counselors and coordinators agree on the characteristics of students who will be enrolled in specific types and sections of cooperative vocational education. The list below is a basic check-list only and items may be added or deleted to keep it consistent with the established program objectives.

A. Academic ability
    - IQ range
    - Grade record
    - Creativity
    - Over- and under-achievers

B. Vocational interests
    - Student's career goals
    - Student's plan for future location of employment
    - Parental occupations
    - Grades in related field courses
    - Co-curricular and extra-curricular activities
    - Vocational interest test scores

C. Educational background and qualifications
    - Potential to communicate well
    - English grades, speech
    - Reading ability
    - Arithmetic ability
    - Curriculum followed to date
    - Pre-employment and prerequisite courses and grades

D. Emotional stability
    - Control of temper
    - Nervousness
    - Temperament
    - Others

E. Personaility factors
    Introvert-extrovert
    Self-starter-lethargy
    Ssnse of humor
    Physical characteristics
    General outlook on life

F. Character
    Honesty
    Loyalty
    Morals
    Ambitions

G. Health
    General health
    Stamina

H. Aptitudes and Talents
    Art ability
    Color perceptability
    Manual dexterity
    Clerical aptitudes

I. Parental Aspirations for their Child

J. Socio-economic Background
    Socio-economic level of family
    Occupations of parents and other relatives
    Need to supplement family income
    Career patterns of parents
    Nature of home life

K. Vocational Maturity
    Expressed interest in occupation
    Work experience record
    Willingness to assume responsibility
    Record of attendance and punctuality
    Work habits

Providing Vocational Counseling Service

Vocational counseling services are important during all stages of vocational development. Prior to entering cooperative vocational education, students need information about occupations and about the various educational programs which will fulfill their vocational needs. Guidance personnel, teachers, and vocational coordinators need to work together in providing the most appropriate educational experiences for serving students' vocational needs. The counselors refer students to cooperative vocational education coordinators for more detailed information and exploration of training opportunities. Thus the teachers and guidance personnel should be knowledgeable about cooperative vocational education and its values for students with various patterns of interests and abilities. The coordinator should keep administrators and teachers in addition to counselors informed of the progress of individual students and give them opportunities to observe cooperative vocational education in operation.

Maintaining Sensitivity to Students' Career Development

It is reasonable to expect that students' perceptions of occupations and their career apsirations will change during the time they are participating in cooperative vocational education. The need for individual counseling and value discussions with the coordinator are important while the student is trying out occupational roles and testing reality. The participating employers and the training sponsors should also provide opportunities for discussing individual adjustment and progress on the job with the students. If it becomes evident that training in a particular job or firm is no longer challenging or appropriate in light of a student's career interests and needs, consideration should be given to changing the nature of the training or related in-school instruction, or placement in a different job even though there may be certain valuable outcomes to be derived from the job he has.

In many schools only a small percentage of those who apply are enrolled in cooperative vocational education. Often the students who are turned down could benefit as much, and possibly more, than the small number who are accepted. A comprehensive plan for cooperative vocational education in a school should provide opportunities for training in many occupations for students with varying levels of ability and a variety of career interests. It is essential that training programs be developed to meet the needs of potential school leavers and early school leavers in addition to those who are certain to graduate. More students could be served by making better use of personnel, possibly decreasing the teaching load of coordinators, and by making maximum use of training stations through different patterns of scheduling school and work. When the community, the school, administration and faculty, the parents and the students acknowledge the social and educational values of cooperative vocational education, support for added personnel and facilities will be provided.

In addition to the previously mentioned students, provisions should be made, if needed and where possible, to extend cooperative vocational programs to a number of unique groups in a local community. Some of these groups are: (1) rural youth preparing for non-farm agriculture related occupations, (2) inner-city youth with home backgrounds and ethnic factors which inhibit education and employment, (3) the physically handicapped, (4) slow learners and mentally retarded, (5) emotionally disturbed youth and adults, (6) juvenile delinquents, (7) college drop-outs, (8) college-oriented, and (9) academically or otherwise gifted or talented students.

PLANNING TO MEET COMMUNITY NEEDS

Cooperative vocational education is primarily concerned with meeting the needs of individuals; however, it is imperative that community needs be considered in providing education which leads to employment. From the standpoint of both student and local community, the occupations for which training is given must be those in which trained workers are in demand. In planning and adjusting the program to meet dynamic manpower needs and changes within occupations, the school must work closely with other agencies. A reasonable balance between the number of persons trained and the opportunities for jobs should be maintained.

Cooperating with Other Groups in Planning and Implementing Cooperative Vocational Education

The success of cooperative vocational education depends on the support and participation of many individuals and groups in the community. In order to have this support and assistance it is necessary for these groups to participate in planning and implementing programs.

Employers and employer groups can assist the school in the following ways:

1. Serving on advisory committees
2. Identifying suitable training stations
3. Providing and preparing effective on-the-job training sponsors

4. Encouraging students to enroll in cooperative vocational education

5. Developing training plans

6. Providing resource speakers and instructional materials

7. Evaluating on-the-job performance of students and setting standards

8. Promoting legislation of funds to facilitate cooperative vocational education

9. Advising the school on training needs and occupational opportunities

10. Facilitating the full-time placement of cooperative vocational education graduates following the training period

11. Obtaining community support for programs and communicating with various community groups

Labor groups can contribute to the program in the same ways, and they should be involved in the planning. Labor should be represented right from the start. Unless labor groups are committed to the objectives of a program and have a part in implementing it, they may view the program as not serving their best interests. Their cooperation and support usually have much to do with the success of cooperative vocational education in a community.

Other community groups such as service clubs, civic action groups, religious organizations, welfare agencies and ethnic groups, should be involved in planning and implementing cooperative vocational education. A task force made up of representatives from these groups can provide valuable help in stimulating community support through the organizations represented by the members. Community groups are interested in providing education which meets the needs of all individuals in the area to be covered and they want to participate in planning useful programs. The supervisor or coordinator of cooperative vocational education must interpret the program to these community groups and draw on their assistance making education a joint enterprise between the community and the schools.

Organizing and Using Advisory Committees

It is obvious that vocational education programs must have direct lines of communication with the professions, the industrial-business complex and public services if they are really going to serve the manpower needs of an affluent America. Today, education, the professions, business, industry and labor must work as a team and share the responsibility for training a skilled, competent labor force.

If vocational education is to serve the total citizenry, as it must under the mandate of the 1968 Vocational Education Amendments, it is imperative that the resources of the total clientele to be served are utilized to obtain and maintain balance and direction of program.

Advisory Committee Defined. An advisory committee may be defined as a group of persons, usually from outside the field of education, selected because of their knowledge and expertise in certain areas to advise educators regarding vocational programs. Such committees can operate at the federal, state and local levels and often function under names other than advisory committee.

Types of Advisory Committees. There are two types of advisory or consultative committees most commonly functioning at the local level. One is concerned with the *total* vocational and technical program; the other deals with one *specific* program, a trade field or family of occupations. The first type is often referred to as the "general" advisory committee which gives assistance in planning, implementing and maintaining the total program; the latter is called by the service or craft which it is organized to advise. Whether or not both types of committees are needed depends upon the size and status of the vocational programs. In a small community with a limited number of programs one committee might suffice for all programs, but in a larger school or junior college where several programs are planned and/or in operation a general committee and individual occupational committees might be advantageous.

The general advisory committee is a committee to advise local educational institution administrators in the development of the over-all vocational and technical education programs. The committee may serve an area vocational center, a community or junior college, an entire school system, or a single school within the school system. A general advisory committee serving an industry is sometimes called an "industry advisory committee" and in some schools is called "departmental advisory committees." Membership usually includes spokesmen of organized groups, influential citizens, and persons who employ and supervise workers.

The term "craft" or "occupational" usually refers to an apprenticeable trade or a trade which may require primarily manipulative skills. Therefore, an advisory committee concerned with instruction in a specific program is called either a "craft advisory committee" or an " occupational advisory committee." A craft or occupational committee may be:

1. A committee to advise local school officials concerning only a specific vocational education program.

2. A committee to advise local school officials concerning the types of training needed for a specific industry or occupational area.

A craft advisory committee may serve as an advisory committee for specific programs in one school or college or in all the attendance centers within an educational system. The same craft advisory committee may be used for preparatory, apprentice, and supplementary classes in the system in order to coordinate all the instruction within the craft or occupation.

Craft or occupational advisory committees meet more often than general advisory committees. They are used continuously throughout the school year; whereas, general advisory committees may meet primarily during the early stages of planning and less frequently thereafter.

Qualifications of Committee Members. Individuals who are selected to serve on an advisory committee are chosen because of their proven success in their occupational field. Business and civic enterprises make many demands upon the time of successful individuals. The same assets that make them successful qualifies them for service on an advisory committee.

Some individual qualifications that committee members should have are:

1. Show interest in the problems of the educational system

2. Represent the general opinion of the professions, business, management, industry, public services, and the public

3. Have the necessary time to devote to committee work

4. Will not exploit the committee for personal benefit

Size and Organization of Committee. The size of the advisory committee may vary with the size of the educational system and the function of the committee. Usually, a group of approximately 12 persons, including the ex-officio members, proves manageable from the standpoint of planning for meetings and adequacy of representation. Experience with programs and state studies have found that the average committee should have between 7 and 12 members.

The committee should have rules for their operation. These rules should be few and simple. Within the framework of a boards' statement of policy, a committee should develop its own rules of operation, such as:

1. Time and length of meetings

2. Method of notifying members of meetings

3. Method of calling special meetings

4. Method of developing agenda for meetings

Officers of the committee should include a chairman, a vice-chairman, and a secretary. These committee officers should be elected at an organization meeting by the committee members.

Sub-committees may be needed and may be established by a majority vote fo the total committee. Sub-committees are responsible to a full advisory committee.

Professional people may be extended membership or be used as consultants to the committee. Citizens who are not members of the advisory committee may be appointed by a majority vote of the committee to meet with the committee or sub-committees to help solve special problems. A policy statement by the governing board should exist allowing the use of non-members.

The term of membership of advisory committee members is usually limited to three years or less. Those persons appointed to an original committee may draw lots to determine the term of each. By staggering the replacements, the committee always has experienced members.

Members who fail to attend meetings without sufficient reason should be replaced. Their replacement would be selected in the same manner as a regular member.

Selecting Members. Before selection of members for an advisory committee can begin, the institutions' board of education must approve the use of a committee.

After the board has approved the use of an advisory committee, they may then be asked to develop a statement of policy or a charter regarding the organization and operation of advisory groups. Such a statement of charter usually includes the following:

1. The recognition that advisory groups are a part of the machinery of the educational system

2. The purposes of the committee

3. The duties of the committee

4. The channels of communication with the system's board of education

5. The method of selecting and replacing members

6. The term of the members

7. The method of eliminating inactive members

8. The officers and internal organization of the committee

9. The method of obtaining representation at committee meetings by the board of education and the administration

10. The relationships of the committee to the administrators and other teachers

A selection committee may be appointed by the educational system's board of education to recommend to the board the original members of the committee. Selection committees appointed by the board may also be used to recommend replacements. The selection committee may nominate persons who are representatives of the system's district and can carry out the purposes for which the advisory committee was formed.

Functions of Local Advisory Committees for Cooperative Vocational Education. The administrative authority for vocational education is vested in local boards of education. The primal function of local advisory committees is to advise and counsel the educational system's administration and instructional staff in planning, implementing and maintaining vocational and technical education programs. Some specific functions might be:

1. Communicating the values of cooperative vocational education in the community

2. Preparing training sponsors to be effective in job instruction

3. Identifying suitable training stations

4. Evaluating the effectiveness of cooperative vocational education programs

5. Assisting in organizing cooperative vocational education programs

6. Serving as a liaison group between the school and the business community

7. Providing instructional help through resource speakers, trade materials, and occupational information

8. Working with labor and management groups at the local level to insure maximum involvement and cooperation

9. Serving as a liaison group between the local committee and the State advisory council

10. Assisting in determining the criteria and standards for measuring job performance of the student at the training station

11. Providing public relations activity at the local level

12. Assisting in solving problems regarding the program that develops at the local level.

13. Projecting manpower needs in their occupational field

14. Aid in surveys to keep cooperative vocational education relevant and flexible

15. Other functions to make cooperative programs meaningful

Role of Participants in Advisory Committees. The local director, dean, supervisor, or vocational staff member should:

(1) Discuss committee function with the administration

(2) Solicit approval from the administration and board

(3) Assist in preparing list of potential members

(4) Interview potential members

(5) Possibly serve as temporary chairman of first meeting

The superintendent or president should:

(1) Obtain approval of committee from board

(2) Assist in selection of potential committee members

(3) Secure approval of list of potential members

(4) Send letter of appointment to members

(5) Attend meetings

(6) Serve as a resource person

(7) Keep board of education informed

(8) Present recommendations of committee to board

The Principal or Dean should:

(1) Assist in selection of committee members

(2) Serve as a resource person

(3) Attend committee meetings

Committee members should:

(1) Become knowledgeable of the vocational and technical education programs

(2) Recognize his role as being advisory

(3) Assist in securing information

(4) Provide counsel and advice

(5) Keep the professional, business, industrial and service complex informed

Suggested Steps in Organizing and Implementing. The following steps should be given careful consideration in organizing and implementing an advisory committee:

1. The local board should give formal authorization for the committee. This authorization should be secured through the superintendent or president of the educational system.

2. The local director, dean, instructor and/or the administration should prepare policies regarding purposes, relationships, membership and operation.

3. The committee membership should be selected
    a. Prepare prospective list—representative as to location, age, sex, business, industry, labor and management
    b. Secure approval of list
    c. Local director, dean and/or instructor interview prospective members, explaining purposes, nature and term of membership
    d. Committee should consist of an appropriate number of members

4. The superintendent or president should appoint members by letter. The appointment letter should include date, time and place of initial meeting.

5. The first meeting should be organizational
    a. Orient members to policies, purposes and functions
    b. Select officers
    c. Consider the development of a constitution
    d. Discuss possible activities
    e. Plan agenda for next meeting

6. Frequency and time for meetings should be established in light of the work to be done. Many schools have found noon meetings successful.

Suggested Plan for Preparing Agenda. Before meeting the following tasks should be accomplished:

1. Notify members at least one week in advance

2. Agenda should be in their hands at least two days in advance of meeting

3. Phone members of committee during afternoon of meeting to remind them of meeting. These people are busy and could forget.

The agenda should be arranged in the following sequence:

1. Call to order by chairman

2. Secretary read minutes of last meeting

3. Report of prescribed activities since last meeting

4. Comments from Chief Administrator

5. Comments from members of Advisory Committee

6. Old business from last meeting

7. New business and plan of action

8. Adjournment

Suggested Practices. Individuals who have been most successful with advisory committees offer the following suggested practices:

1. Prepare and operate within the framework of a constitution
2. Keep committee advisory in nature
3. Consider issues which are relevant to vocational and technical education
4. Keep meetings informal
5. Elect and utilize a slate of officers
6. Have regular meetings
7. Develop a purposeful agenda for each meeting
8. Prepare and distribute minutes to members, the administration and board members
9. Sincerely seek and heed advice of committee
10. Recognize accomplishments of committee
11. Disseminate agenda and materials to be considered to the members prior to the meeting
12. Make use of subcommittees
13. Encourage criticisms from committee
14. Evaluate work of the committee
15. Involve vocational guidance staff in committee functions and activities

Planning with Employment Agencies

The local employment service and other government manpower agencies should participate in planning, promoting and implementing cooperative vocational education. Provisions for cooperation with the employment services is written into the Act itself, so the coordinator should receive a warm welcome from the employment service personnel. The employment service should provide the school with current data on employment opportunities, training needs of workers seeking employment, and other information which helps the school develop programs suited to the manpower needs of the area. It may also assist the school in identifying suitable training stations, administering employment and guidance tests, and by referring students to the school for cooperative vocational training. The objective of cooperative planning is to serve best the needs of individuals for occupational training and to avoid duplication of costs and effort. In exchange the school will need to furnish information on the availability of training, the number being trained, and other data to the employment service.

Cooperating with Other Schools and Agencies in Filling Manpower Needs

Coordination of the various work-related training programs is necessary to fulfill manpower needs efficiently. A community may have many different types of "education for work" such as work-experience programs, adult education classes, apprentice training programs, summer jobs programs, voluntary social service projects and Junior Achievement Companies. Some of these may serve as feeder programs to cooperative vocational education when the participants are ready for additional training; some may provide for further training of graduates and school drop-outs. Information about the opportunities for cooperative vocational education must be communicated to the supervisors and directors of these programs so that young people can be referred to the school for continuing education in their field of interest. On the other hand, the cooperative vocational education coordinator should be familiar with the various training programs in the community in order to avoid duplicating their services and in order to be able to refer students whose needs may be served best by these agencies or programs.

A coordinator also must be familiar with the occupational education programs which students may take after completing a cooperative vocational education program. Students who want further training may be referred by the coordinator to post-secondary vocational schools, junior colleges, four-year institutions, adult education programs, private trade schools, and other agencies which offer the type of additional education wanted.

SUMMARY

It is imperative that the teacher-coordinator recognize the fact that the student-learner is the most important element in the program. The success of the program, therefore, depends upon how well student needs are met.

It is essential that the cooperative vocational program meet the needs of a variety of students and consideration of the following should always be kept in mind during the selection and placement process.

1. One's occupation is an important, if not the dominant factor in his life, and its selection should involve careful study and guidance.
2. In all cases, the teacher-coordinator should make sure that the student has an interest in the occupation, and that he has the physical fitness, ambition, intelligence, personality, etc. necessary for success in employment.
3. It will be found that some students cannot remain in school without aid of part-time employment. Such students should be included in the program.
4. There are those boys and girls who have dropped out or will drop out. These should be encouraged to return or stay long enough to learn a saleable skill.

Cooperative vocational education is primarily concerned with meeting the needs of the individual, however, if the school is to keep in line with manpower training needs, it must establish working relationships with the Illinois Employment Service, employer and labor groups, civic groups, law enforcement agencies, ethnic groups, and the like. This type of communication and cooperation should help the school by furnishing information on manpower and specific occupational needs, identify job vacancies and be helpful in program planning and selected program operation tasks.

Without a reasonable balance between manpower and labor supply in an occupational field, the vocational goals of a number of cooperative vocational education graduates will not be met. A student must be able to get a job before he loses his skill and zeal for the occupation for which he has been trained.

Chapter V

IMPLEMENTING COOPERATIVE VOCATIONAL EDUCATION—THE PUBLIC RELATIONS PLAN

Cooperative vocational education requires inputs from a number of sources in order to achieve the desired objectives. A good teacher-coordinator is one who is able to establish smooth working relationships with vocational and academic faculty members, supervisory and guidance personnel, the special services staff of the school and those outside of the school who participate in the program. The program coordinators and supervisors are responsible for coordinating the efforts of the various individuals and groups; however, personnel interrelationships depend greatly on the interest and leadership of top administration in the schools.

Even though cooperative education is not a new idea, the basic tenets often are not understood by individuals who are involved in it some way, or by those who would like to participate. A program of planned relations is essential to establishing and maintaining a good cooperative vocational education program.

THE PUBLIC RELATIONS PROCESS

Public relations is a management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with public interest, and executes a program of action to earn public understanding and acceptance. This definition implies a three-fold function for the teacher-coordinator in performing public relations activities:

1. To ascertain and evaluate public opinion.

2. To counsel with appropriate personnel in ways of dealing with public opinion as it exists.

3. To use communications to influence public opinion.

The following publics deserve special consideration: (1) local government agencies, like VA, employment bureaus, etc. (2) consumers, housewives, consumer organizations, (3) labor organizations, (4) legislators, (5) newspaper, radio and television personnel, (6) parents and guardians, (7) employees, (8) students – present, past and potential, (9) miscellaneous, as religious, leaders, libraries, etc.

The plan of approach to winning consent of the public to the achievement of objectives must be carefully engineered. The following eight-point plan for organizing public relations efforts has considerable merit.

EIGHT POINT PLAN FOR PUBLIC RELATIONS

1. ESTABLISH YOUR OBJECTIVES. Decide what publics are to be reached to achieve your objectives. Think first in terms of policy making individuals and groups in your community.

2. RESEARCH. Find out what your publics now believe about your objectives.

3. REORIENTATION OF OBJECTIVES. Change your plans in terms of the obtainable. (You may have to cut your problem in two parts and solve them one at a time.)

4. DETERMINE YOUR THEMES. Don't begin with preconceived ideas, but get your ideas from what the public currently believes.

5. STRATEGY. This is the step which calls for real evaluative skill in picking the right approaches to make.

6. ORGANIZATION. Work within the operational plan set up in the school and think in terms of the job to be done rather than the budget. You will find people in the community who will volunteer to help you.

7. PLANNING. Map out your activities in chart or calendar form. Time activities so that you hit the public frequently.

8. TACTICS. Selection of actual techniques and media come last.

REACHING SELECTED TARGET AUDIENCES THROUGH PLANNED PUBLIC RELATIONS

Students

The students who can benefit from cooperative vocational education are frequently unaware that this opportunity is available to them. Often, they know that there is a program but do not understand its purpose or perceive how it is related to their immediate interests and personal development. All students in the school should have the opportunity to learn about the program and what it has to offer them. The publicity that is directed toward students should appeal to their interests and goals. Peer-group opinion is a critical factor in the way the program is perceived by students. The chance to enter a well-chosen career field, to learn an occupation and to assume an adult role should be emphasized rather than providing an opportunity to earn money or to escape the school environment. Regularly spaced publicity in the school and local papers, student presentations at auditorium and classroom meetings, vocational youth organization activities, and informative brochures and displays are effective in reaching students. Frequently students say they learned about cooperative vocational education from a friend who was enrolled in the program. Satisfied and successful cooperative education students are the one best advertisement the program can have.

Parents

Many parents have considerable influence on the student's choices of courses and educational plans. They, too, are frequently uninformed of the opportunities in cooperative vocational education, or they may have been misinformed about its purposes and values. Their most common misconception is that students who enroll in cooperative vocational education cannot meet college entrance requirements. Parents not only want their children to have a good education, but to be part of the upper social strata in the school. In order to have the endorsement of parents, they must conceive the program as educationally sound and socially acceptable. Parents are reached through parent-teacher meetings, direct mail, spaced publicity in local papers, business and industry-sponsored meetings and publicity, and personal contacts with the coordinator in the community.

Faculty

Reaching the entire faculty is especially important because faculty members have a great deal of influence on student attitudes and interest in cooperative vocational education. Teachers evaluate cooperative vocational education in terms of its educational values. They are concerned with student outcomes – behavioral changes, educational growth, and emotional maturity. Their perception of the program is acquired through their observations of students who are enrolled and their associations with the coordinator. Therefore, the coordinator must keep them informed of student progress, learning outcomes, and the results of follow-up studies showing how students benefited from their training. Other faculty members also enjoy knowing that their contributions to the development of students have had a bearing on their occupational adjustment and advancement; therefore, they should be recognized whenever possible. Communication with faculty members is accomplished through formal meetings and printed materials that acquaint them with the program and through day-to-day information contacts with the coordinators and students enrolled in the program.

Administration

The administration, like the faculty, is interested in student outcomes – how students benefit from cooperative vocational education. They want to be kept informed of such matters as student achievements, placements, employer evaluations, and program activities. The coordinator keeps administrators informed by submitting statistical and written narrative reports periodically, and by inviting administrators to observe students at their training stations, in the classrooms, and at student youth organization functions. It is also essential that the administration learn from the coordinator what problems the program faces and what assistance the coordinator needs to expand and improve the program.

Employees

Workers in the community become involved in cooperative vocational education through their contacts with the students in the training stations. It is essential that they understand and support the training effort. Organized labor groups in particular, will be concerned about how cooperative vocational education affects their members. Coordinators can establish good relations with employees and their labor organizations by enlisting their cooperation in the early planning stages and by giving recognition for their contributions to the program. When they conceive cooperative vocational education as benefiting workers in their occupational fields their support is forthcoming.

Employers

The employers of the community must be well informed about cooperative vocational education in order to understand their responsibilities. In the past some well-meaning employers have been willing to employ students but have never understood the training and educational aspects of the program. Employers are always interested in finding good potential employees. The program publicity directed toward them should emphasize the benefits of working with the school to develop good workers. The personal contacts made by the coordinator are the most effective means of communicating with employers; however, they are also reached through printed materials, service club and trade association meetings, program activities such as the employer-employee banquets, and through newspaper publicity. Their participation in program planning, advisory committees, evaluation and public relations activities helps to keep them informed and involved in the program.

Community Groups

In most communities there are numerous agencies, organizations, and civic groups which are concerned with community development and the educational opportunities available in their schools. They are often influential in establishing new curricula or in getting total community support for programs. It is very important that these groups are kept informed of cooperative vocational education and that they have a part in helping to develop a program suited to needs of individuals in the community. Members of professional organizations, welfare agencies and society, service clubs, and other community groups welcome opportunities to have the coordinator and students speak about cooperative vocational education at one of their meetings. Coordinators can also develop good relations with community groups by judiciously participating in their organizations and their community improvement projects.

MEDIA AND METHODS OF COMMUNICATION

Developing a Program Image Through the Students

The real test of the value of cooperative vocational education is in student outcomes. The program image is largely a reflection of what the program achieves in the personal development of the individuals who receive the training and instruction. Their job and school performance, their attitudes, and even their appearance communicate to others what the program can accomplish.

Employers judge the merits of the program by the success they have in developing satisfactory workers. Students talk about their experience in terms of satisfaction with their training and occupational status. The faculty and the school administration evaluate the program from their observations of student achievements and behavioral changes. Good or bad, student outcomes will shape the attitudes of all groups toward cooperative vocational education.

The coordinator and the school capitalize on this intense interest in the students by giving visibility to their activities and achievements. The success stories of students are the kind of publicity that parents, students, employers, educators, and the community in general want to hear. Students' appearances before various groups in the community are usually much more effective than anything the coordinator can report. A good product – successful, satisfied students – is convincing evidence that cooperative vocational education is a worthwhile venture.

Developing an Image Through Teamwork

A good image of cooperative vocational education is achieved through the combined efforts of many individuals and groups. Satisfied employers, co-workers, faculty members, students and others who are convinced of the program's merits are much more effective in developing a program image than the coordinator working alone in publicizing the program. The advisory committee can be helpful in reaching employers and in communicating the businessman's point-of-view about the program. Workers' interest in the program is stimulated by employer and labor organization communications with employees. Other teachers in the school create student interest by calling attention to the opportunities for occupational training. Parents and students are often reached through community groups which support the program.

Printed materials and letters bearing the endorsements of employers and other groups, in addition to those of school officials, emphasize the cooperative feature of the program. Recognition of the contributions made by all groups to the vocational development of students is one of the most important means of maintaining the kind of teamwork that gives the program a good image.

Use of Communication Media

A planned schedule of public relations activities is more effective than impromptu attempts to publicize the program. Publicity should be a continuous process using a variety of media such as the following:

1. Local and school newspaper articles on student activities, program information, and success stories of students
2. Flyers, brochures, and letters directed to parents, students, and employers
3. Student presentations before student groups, service clubs, parent and faculty meetings, and employer and employee groups
4. Coordinator presentations before similar groups
5. Career clinics for students conducted by cooperative vocational education students and participating employers
6. Employer visits to the school and faculty field trips to business and industry locations
7. Displays and exhibits of students' work and activities, in the school and in the community, and at fairs and conventions
8. Coordinator's personal contacts with individuals who have interests and concerns related to the program

FIGURE 3

PLAN A PUBLIC RELATIONS CALENDAR

SEPTEMBER

- Plan orientation program for new students and teachers
- Renew acquaintance with newspaper editor and reportors, radio and TV program managers.
- Send new releases on new equipment, expansion of program, new projects
- Send materials explaining program to parents of new students
- Plan schedule of home visitations
- Complete plans for the club program for the year and publicize through newspaper and school paper
- Set up advisory committees and plan schedule of meetings
- Participate in faculty workshop on public relations

MARCH

- Provide information about vocational courses to students who may desire to enter the program: make arrangements for tours of your department
- Plan a parents' night program for students to demonstrate their work, including a banquet
- Send newsletter to graduates and former students
- Cooperate in planning exchange visits for teachers and industry, business, and labor groups
- Invite the superintendent to attend youth club meeting
- Work with school reporter on writing series of features about successful graduates of your classes for local newspaper
- Collect occupational information and give to school guidance counselor
- Call on photography class to take photos of your students in action

NOVEMBER

- Build your public relations activities around American Education Week and participate in all events planned by school
- Plan and conduct a radio or TV program explaining purposes, organization, and values of your program
- Prepare displays for public places to illustrate instructional content of your program
- Invite your state and federal legislators to visit and observe your program
- Plan bulletin board displays

MAY

- Make plans for participating and exhibiting at state and county fairs
- Contact local business, industry, employment agencies, etc., to help place graduates in suitable jobs
- Prepare annual reports
- Arrange for appropriate graduation ceremonies and publicity for graduates
- Hold banquet for parents or employers and show slides of year's activities
- Prepare exhibits of students' work for display in store windows
- Evaluate results of year's public relations projects

JANUARY

- Plan and conduct a student assembly program
- Publicize plans for adult vocational classes for second semester
- Participate and cooperate in career conferences
- Hold Open House for parents and other citizens of the community
- Send articles about vocational education to trade papers and professional journals
- Speak to local service clubs, veterans organizations, and women's clubs about values of vocational education
- Prepare newspaper articles on progress of vocational students

JULY

- Attend summer school or workshop on public relations
- Attend state conferences
- Participate in county and state fairs
- Visit parents of students and prospective students
- Take summer job in industry
- Make plans for next year's public relations

9. Radio and television appearances by cooperative vocational education students, employers, and coordinator

10. Symposiums, seminars, and short training sessions for people in business and industry, conducted by the coordinator.

ESTABLISHING FACULTY PERSONNEL INTERRELATIONSHIPS

Lack of understanding of the purposes of cooperative vocational education on the part of individuals within the school can impede the development and operation of a program. The image of cooperative vocational education within the school is a reflection of the attitudes of faculty members. Unless they understand the program and feel that it has good educational value, they are not likely to give their much needed support. Without their support and involvement, the program can come to be regarded as a last resort for students who have not succeeded elsewhere in school Even though cooperative vocational education frequently may serve the needs of alienated youth better than regular classroom instruction, it is unfortunate for the students who enroll, or for those who would like to enroll, if the program is looked down upon in relation to other programs of study. The endorsement by the total faculty is vital to the success of cooperative vocational education.

Sometimes the coordinators in large school systems have difficulty in personally contacting each student in the school. When the teachers are knowledgeable about cooperative vocational education and the benefits that accrue from it, they can encourage students to investigate the opportunities it offers. The coordinator who keeps the faculty informed and gives the members recognition for their contributions to the program is very likely to have a program that is well known and favorably regarded among the members of the student body.

Faculty members outside the department have important contributions to make to the vocational development of students. The coordinator may, or may not, teach the job-related vocational classes. In either case, he often must seek the help of other teachers in getting special types of instruction for his students. A teacher-coordinator of cooperative trade and industrial education may have a student who needs special help with math, which a qualified math teacher can best provide. If other teachers on the faculty feel that they have a part in the total vocational development of students usually their assistance is more enthusiastic.

Establishing cooperative relationships is partly a result of the personality of the teacher-coordinator; but it is also a matter of following good procedures. There are steps all coordinators can take to foster good interpersonal relations. The following general suggestions may be considered in arriving at an appropriate procedure.

1. Coordinators should keep the administrator and all of the faculty members informed of program developments, students progress, and other information that is of concern to them.

2. Coordinators should participate whenever feasible in the formal and informal organizations, groups, and committees involving fellow teachers.

3. Coordinators should elicit the assistance of other teachers in program operation and give due recognition for their contributions

4. Coordinators should make their own services and unique capabilities available to their colleagues when it is feasible. (e.g. provide occupational information for all students)

FIGURE 4

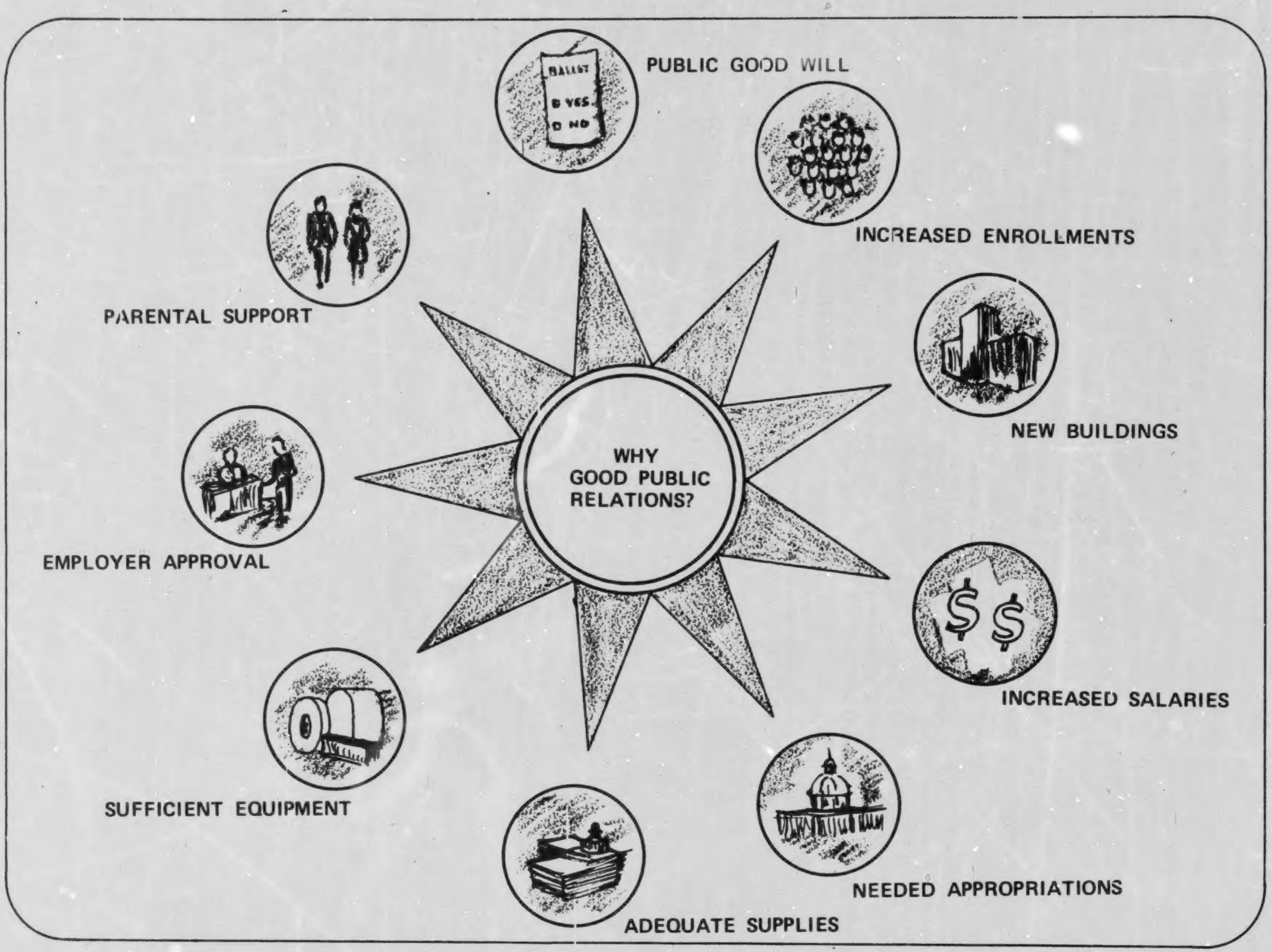
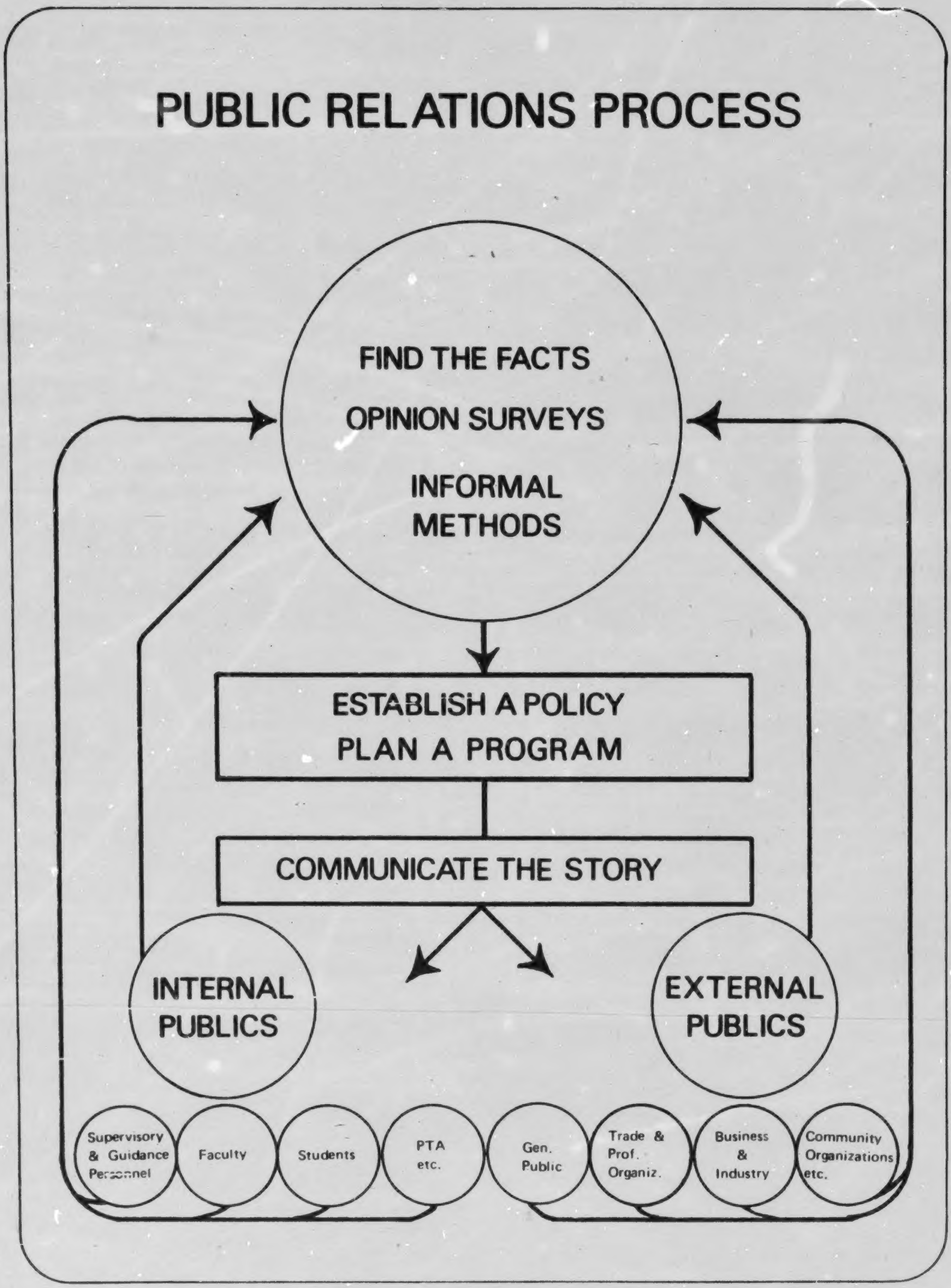

WHY
GOOD PUBLIC
RELATIONS?
PUBLIC GOOD WILL
BALLOT
☐ YES
☐ NO
INCREASED ENROLLMENTS
NEW BUILDINGS
INCREASED SALARIES
NEEDED APPROPRIATIONS
ADEQUATE SUPPLIES
SUFFICIENT EQUIPMENT
EMPLOYER APPROVAL
PARENTAL SUPPORT

FIGURE 5



PUBLIC RELATIONS PROCESS

FIND THE FACTS
OPINION SURVEYS
INFORMAL METHODS
ESTABLISH A POLICY
PLAN A PROGRAM
COMMUNICATE THE STORY
INTERNAL PUBLICS
EXTERNAL PUBLICS
Supervisory & Guidance Personnel
Faculty
Students
PTA etc.
Gen. Public
Trade & Prof. Organiz.
Business & Industry
Community Organizations etc.

ESTABLISHING GUIDANCE AND SUPERVISORY PERSONNEL INTERRELATIONSHIPS

Vocational educators frequently are critical of counselors because many of the counselors seem to devote their major efforts to helping college-bound students. Coordinators often feel that counselors do not direct capable students to vocational education. School supervisory personnel have also been criticized for placing greater emphasis on the college preparatory curriculum than on vocational preparation. Seemingly they have measured the educational success of their school system in terms of the number of students who enter college. Such indictments are an injustice to many individuals working in guidance and administrative positions. Successful coordinators usually look at the academic prestige barrier in the following manner. They understand that the attitudes of their academically oriented colleagues reflect the values which a large segment of society has placed on college preparatory and liberal arts education. It is a natural phenomenon for academically prepared school personnel to believe that every student who is capable should get an extensive academic education and not be greatly concerned with vocational preparation. Hence an important part of the coordinator's job is to convince guidance and supervisory personnel of student needs for vocational preparation as well as for a good general education.

Cooperative vocational education cannot be conducted effectively without consistent policies and procedures. The coordinator(s) usually are expected to provide the initiative for formulating these essentials. The principal school administrator, people who participate in administration, including the school board, and frequently the advisory committee, should approve whatever major program decisions are made.

Policies and procedures concerning cooperative vocational education must be consistent with the general philosophy of the school which reflects the community's expectations. Hence, the school administrator, who must answer to the community, usually through the school board, wants all members of the school staff, including the coordinator of cooperative vocational education, to operate in harmony with that philosophy.

Policies and procedures which originate from the coordinator should be communicated and approved by the administration. When determining what policies and procedures are to be adopted the top school administrator or his representative should be involved. Then a written document which specifies the conditions under which the program will operate should be endorsed by the total administration as the local plan of cooperative vocational education. In schools where there are several sections of cooperative vocational education, one plan, with specific provisions for the various sections of the program, is recommended.

The attitudes and vocational orientation of guidance and supervisory personnel very greatly among schools and communities. Such differences are due largely to the relationships of vocational educators with administrators and counselors. If cooperative vocational education coordinators really want the support and assistance of other personnel, they must take definite steps to develop understanding and cooperative working relationships. In schools where coordinators have had good relationships, a number of the following practices have been employed:

1. Supervisory and guidance personnel participate in the initial planning of cooperative vocational education programs.
2. Their advice and assistance are solicited on such matters as scheduling, counseling, recruitment, selection, program development, and evaluation.
3. They are kept informed by the coordinator regarding program activities, students' progress, business and industry reactions to school programs, local occupational opportunities and other relevant information.
4. They learn how cooperative vocational education is conducted by means such as personally accompanying the coordinator on calls to training stations, observing job-related vocational classes, attending advisory committee meetings and student club functions, and talking with students who are enrolled in the program.

5. They are brought into contact with employers and employees in business and industry through coordinator-planned field trips, meetings with representatives from the employment community and resource speakers brought into the school.

There are only a few suggestions which have been tried and found to be effective in establishing cooperative relationships. It is essential that coordinators recognize that many problems concerning cooperative vocational education exist as a result of insufficient understanding of the program. They must make a continuous effort to keep other faculty members, administrators, and guidance personnel informed of what is happening in cooperative vocational education and involved in a total school effort to provide for the optimum career development of all students.

SUMMARY

The success of cooperative vocational education depends on the support and commitment of many different individuals and groups. The coordinator gets the support of administration, guidance personnel, faculty, students, parents, employers, and other groups in the community by establishing policies and procedures which reflect the expectations of concerned individuals and by communicating program activities and outcomes. Planned, spaced publicity emphasizing student outcomes and the educational values of cooperative vocational education is essential to maintaining a successful program.

Chapter VI

IMPLEMENTING THE COOPERATIVE PLAN IN THE SCHOOL–INSTRUCTION PLAN

In Cooperative Vocational Education the teacher-coordinator is a teacher above all. He designs the necessary learning experiences that enable each student to progress toward his career objective. Different kinds of capabilities and competencies are best learned in different types of environments. In cooperative vocational education three sources are essential to achieve the balanced capability pattern needed by all students–the classroom, the training station, and the vocational youth organization. (A fourth source, the sheltered workshop, may be necessary for handicapped learners or for other students as a substitute for the real job environment when one is not available.)

The Classroom–The capabilities which are best learned in group instruction and those which the students must develop before they are applied on their jobs are learned in the classroom. Experiments with different methods and practice of skills are often difficult to provide at the training station. Theory and principles are very difficult to learn on the job alone because of the time and ability limitations of on-the-job trainers in organizing this type of instruction. Classroom instruction *must* be correlated with the job instruction so that the student has the related learning he needs to support his on-the-job training.

The Training Station–In Cooperative vocational education the "job" is the applications laboratory where the student tests theory and practices the principles learned in the classroom. The job may also be the primary source for learning specific job competencies and for discovering some principles which may be overlooked in the classroom. Attitudes and values are usually developed on the job but are examined and clarified in the classroom.

The Vocational Youth Organization–Some of the most effective learning is achieved when the students assume the major responsibility for planning and conducting their own activities. A vocational youth organization is a means of helping students develop leadership and group membership skills which prepare them for satisfying adult citizen-worker roles. In a local chapter they learn parliamentary procedure and democratic processes of achieving group goals.

The coordinator (teacher-coordinator) is a director of learning who coordinates the instruction given in the classroom, on the job, and through the vocational youth organization chapter. He tailors the instruction to the needs and the learning styles of each student. When he calls on training sponsors he gets suggestions for classroom instruction. Chapter projects are undertaken after students have been prepared in the classroom to carry out the activity. Utilizing the sources which are most appropriate in achieving the desired outcomes, the coordinator directs the "program" of instruction for each student.

An effective teacher should deliberately create an environment conducive to learning by making decisions about organizing, planning, leading, and controlling. The development of well planned lessons and units is basic to good teaching. In planning units and lessons two considerations must be made:

1. what does the *teacher* have to do to achieve the objectives or perform the task, and

2. what does the *student* have to do to achieve the objectives or perform the task.

Developing units and lessons requires a planned sequence of activities including:

1. analysis of the job

2. analysis of the learner and his environment

3. specifications of knowledges, skills and attitudes

4. determination of specific objectives

5. construction of units and lessons
6. evaluation of job proficiency and
7. evaluation of the program

The sequential plan of activities relevant to developing units and lessons is shown in Figure 6.

In planning units and lessons, consideration should be given to the following factors:

1. student target population
2. job description
3. task analysis
4. employment opportunities
5. reports and recommendations of advisory committee
6. evaluations of previous programs and on-the-job performances
7. principles of learning
8. social, cultural, and value dimensions
9. available facilities, equipment, and materials
10. staff proficiencies and qualifications

SELECTING INSTRUCTIONAL TECHNIQUE, MEDIA AND ACTIVITIES

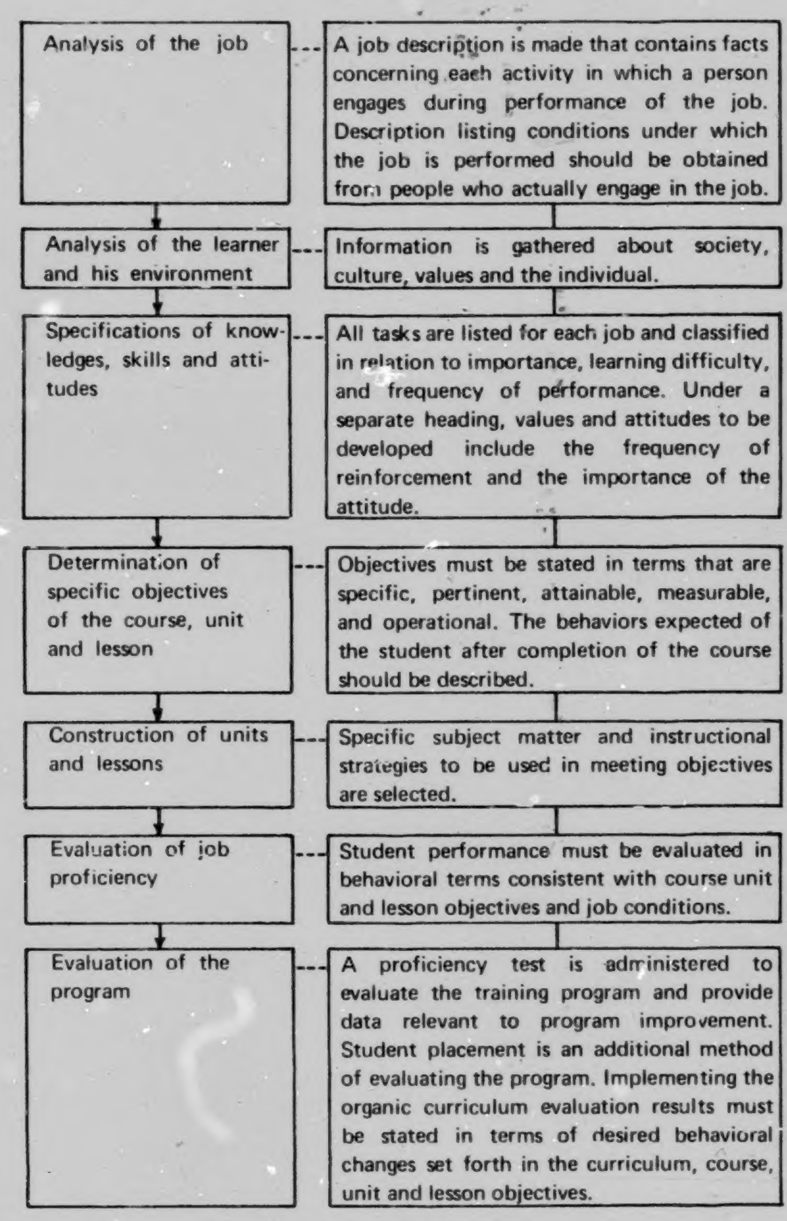
As a "director of learning," the cooperative vocational education teacher is expected to make use of instructional methods which are appropriate for the students and which contribute to the development of employment qualifications. In addition to occupational experiences and mastery of the technical content, the teacher must be able to stimulate student interest and use a variety of techniques that develop multiple skills. The methods of instruction have an important effect on the total personal development of the student and his ability to learn new skills as he progresses in his career.

Selection of techniques, materials, and media should be considered concurrently in developing a lesson or unit. Three factors to be considered in the decision making process at this point are: characteristics of the learners, nature of the information to be presented, and principles of learning processes.

1. Instructional Techniques and Materials

   Teaching techniques may vary from the traditional lecture to group brainstorming sessions. Procedures which fortify or reinforce the learner's knowledge or skills should be considered. Selection of the techniques used depends in part upon materials and aids potentially available for each instructional lesson. Instructional techniques and strategies should be selected or designed which appear to have greatest potential for achieving the objectives.

Figure 6. Sequence of Activities in Developing Units and Lessons



Analysis of the job	A job description is made that contains facts concerning each activity in which a person engages during performance of the job. Description listing conditions under which the job is performed should be obtained from people who actually engage in the job.
Analysis of the learner and his environment	Information is gathered about society, culture, values and the individual.
Specifications of knowledges, skills and attitudes	All tasks are listed for each job and classified in relation to importance, learning difficulty, and frequency of performance. Under a separate heading, values and attitudes to be developed include the frequency of reinforcement and the importance of the attitude.
Determination of specific objectives of the course, unit and lesson	Objectives must be stated in terms that are specific, pertinent, attainable, measurable, and operational. The behaviors expected of the student after completion of the course should be described.
Construction of units and lessons	Specific subject matter and instructional strategies to be used in meeting objectives are selected.
Evaluation of job proficiency	Student performance must be evaluated in behavioral terms consistent with course unit and lesson objectives and job conditions.
Evaluation of the program	A proficiency test is administered to evaluate the training program and provide data relevant to program improvement. Student placement is an additional method of evaluating the program. Implementing the organic curriculum evaluation results must be stated in terms of desired behavioral changes set forth in the curriculum, course, unit and lesson objectives.

Factors to be considered in making decisions about selection of instructional techniques appropriate to the objectives are outlined in Figure 7.

2. Instructional Media

In making decisions on the appropriate media to be used in particular situations for achieving objectives efficiently and effectively, the curriculum developer should consider for each instructional approach factors of sensory appeal, learning processes involved and practical advantages.

Use of media analysis permits the curriculum developer to determine the teaching media to be used in particular situations to achieve objectives efficiently and effectively. Continuing efforts must be made to vary systematically the method/media combinations to test for effectiveness in achieving objectives with different groups of learners.

The cooperative vocational education teacher-coordinator should help his students make the transition from teacher-directed learning to self-directed learning. Students learn this self-direction through teacher-pupil planning of instruction. They are more committed to achieving the objectives when they have a part in determining the objectives and selecting the methods of learning. As students progress in the program the teacher-coordinator can increase student responsibility for self-direction and planning of instruction. Because of his close relationship with the students, his role is likely to shift from an authority figure to that of an advisor, resource person and counselor.

The cooperative vocational education teacher should use methods of instruction and learning which will persist when students enter full-time employment. In developing human relations capabilities, case problems and role-playing improve the student's ability to handle these problems on the job. Decision-making is learned through practice in making decisions. If students learn to interact effectively in class they are likely to be successful and get satisfaction in their interpersonal relations at work.

Currently, students who choose to enroll in cooperative vocational education are usually more mature than other students in their grade. If they are not more mature at the beginning, they will certainly adopt some mature attitudes and behaviors as they begin earning and working with adults in their jobs. It is essential that the teacher recognize their need to be treated as adults, and plan instruction which allows them to play adult roles. Conferences, panel discussions, talks by speakers from business and industry, and student-led activities appeal to students learning to be adults.

FIVE TEACHING METHODS AND HOW TO USE THEM

There is no such thing as one good all-purpose teaching technique. It is necessary to use a variety of methods to get across different facts and ideas, to achieve different purposes, to work most effectively with the different needs and personalities among your students.

Each method is more suitable for some teaching situation and purpose than for others. Each method has its advantages—and disadvantages. And each method can be used effectively—or be misused.

General Class Discussion

When to use it. Use this method when the group is too small to divide into sub-groups; when for various reasons it is more desirable to keep group as one unit; when a total group needs to deliberate ideas following a talk, film, small-group discussion, or symposium.

INSTRUCTIONAL TECHNIQUES

Figure 7. Decisional Factors in selecting instructional techniques.

	Decisional Factors		
Techniques*	Sensory Appeal	Relevant Learning Processes	Practical Advantages
Lecture	Sound, sight	Information, comprehension	Handle large groups. Fast way to cover large amount of material
Group Discussion	Sound, sight	Information, synthesis, analysis evaluation	Involves students in decision making
Student reports	Sound, sight, touch	Information, comprehension	Involves students
Field trips	Sound, sight, touch, smell, taste	Information, analysis comprehension, synthesis, application evaluation	Practical experience with real thing
On-the-job training	Sound, sight, touch, smell,taste	Information, analysis comprehension, synthesis, application evaluation	Practical experience with real thing
Team training	Sound, sight, touch, smell	Information, synthesis, comprehension	Allows for greater specialization and flexibility. Maximum efficiency
Programmed learning	Sound, sight, touch	Information, application, analysis synthesis, evaluation comprehension	Learner can proceed at his own pace. Immediate reinforcement
Demonstration	Sight, sound touch, smell	Information, analysis evaluation, comprehension	See how to perform a given task

INSTRUCTIONAL MEDIA

Figure 8. Decisional factors in selecting instructional media.

Media*	Decisional Factors		
	Sensory Appeal	Relevant Learning Process	Advantages
Educational television	Sight, sound	Information, comprehension	Dramatization. Enables teaching of values, attitudes, and concepts
Mock-ups	Sight, sound, touch, smell	Application, information, analysis, synthesis, comprehension	Spatial relations. Enables the study of dimensions
Slides	Sight, sound	Information, comprehension	Regulates teaching speed
Tapes	Sound	Information, comprehension, analysis, synthesis, evaluation	Individualized instruction. Can utilize human resources
Wall charts	Sight	Information, comprehension	Relationships seen
Transparencies	Sight, sound	Information, comprehension, analysis, synthesis	Relationships seen. A self-teaching device
Animated	Sight, sound	Information, comprehension, analysis, synthesis, evaluation	Self-teaching device
Concept and skill trainers	Sight, sound, touch, smell	Information, comprehension, application, analysis, synthesis, evaluation	Self-teaching device

*Additional techniques which may be developed are simulators, chalkboard, bulletin board, printed materials, computer-assisted-instruction, computer games, single concept films, video tapes and teaching machines.

How to use it. Introduce the problem in a stimulating way, and keep it before the group at all times by keeping comments relevant to the topic. Place responsibility for an effective discussion with each class member and not with the leader alone. Summarize at the end to stress important points, to help students organize ideas, and to enable students to see how much they have accomplished.

Advantages. General discussion involves the entire class in exploring an idea and gives the entire class a chance to check on any particular idea that may be presented. It keeps the group together—everyone knows what is happening. It may stimulate critical thinking.

Possible disadvantages. It may produce fewer ideas than the small-group method. General discussions tend to move slowly, and are likely to get side-tracked. . .they may be easily dominated by a few talkers. This method frequently prevents some group members from speaking; the larger the group the fewer there are who feel free to speak.

Panel or Round-Table Discussion

What it is. A speaker-audience technique in which four to six persons carry on a discussion of a topic among themselves and the audience listens in on the discussion.

When to use it. To present opinions rather than facts.

How to use it. Have the leader state and clarify the problem to be discussed. Have the leader introduce the panel members and raise stimulating questions. Have the leader and the panel discussion and after a half hour, summarize the points made and ask for questions or discussion from the audience.

Advantages. Provides an element of suspense as to what will happen next. Creates interest and participant involvement through fast-moving questions and answers. Can cover a large amount of ground with a skillful leader.

Possible disadvantages. Does not lend itself to a systematic presentation of a topic. Leaves many questions only partially answered. Presents opinions rather than facts: must be well planned in order to be successful. Pre-question panelists who can speak freely and think clearly and quickly.

Brainstorming

What it is. A creative technique for getting useful ideas through imagination rather than through reasoning.

When to use it. To accumulate a quantity of alternative ideas.

How to use it. Appoint a recorder to write down all ideas suggested. (If they can be written on flipsheets or chalkboard, they serve to stimulate more ideas). Introduce the problem to be solved by brainstorming. Ask group members to offer any idea on the problem that comes to mind—the wilder the idea the better. Urge class to refrain from criticism or judgment of the ideas during the session. Only after ideas seem exhausted, screen and appraise the suggestions that have been made. Summarize the best possible solutions to the problem.

Advantages. Promotes creative thinking on the part of class members. Provides variety and a zestful spirit of enthusiasm to the classroom.

Possible disadvantages. Procedures may be difficult for some students to get used to and follow. It may take time for a group to "warm up" and really start producing new and original ideas. Brainstorming is often successful only with the more able students.

Variation. Because some students may be shy about voicing their off-beat ideas, you might try a session of individual brainstorming. Ask students to list on a sheet of paper numbers from one to ten. Beside each number tell them to write a possible solution for the given problem, and to write each idea as fast as it occurs—without judging it.

Role Playing

What it is. Spontaneous acting out of a situation by two or more persons who show the emotional reactions of the people in that situation as they perceive them. There is no script, no rehearsing, and no memorizing of lines.

When to use it. To develop insight into some problems of human relations that are difficult to obtain in any other way, to handle situations that might otherwise be heavily charged with emotion, or that class members might feel guilty about or embarrassed to discuss, to help students look objectively at their own behavior, to test alternative methods of writing in a group or handling a situation.

How to use it. Select a specific problem situation. Describe the characters who are to be involved. Select characters by volunteer method. Give the characters large name cards. Give participants a little time for preparation. Describe the setting and let the action begin. Continue action until various characters have had a change to respond two or three times and make their positions clear. Stop while interest and participation are still high. Follow with questions and discussion. The leader may ask a certain character how he felt when a certain thing happened; he may ask the class how they would have felt in a similar situation.

Advantages. Role playing, because it deals with people and emotions, holds the interest of both participants and observers. It gives participants an opportunity to express their feelings. It fosters group cooperation, and developes initiative on the part of the participants. It stimulates participation and involvement.

Possible disadvantages. Self-conscious students may not be spontaneous in acting out the roles. Participants may not get into the spirit of role playing, and participants who fail to think quickly or who are unable to express themselves may be ineffective. The audience may laugh and make remarks about the actors, or may be indifferent.

Resource Persons

Who they are. Resource persons may be experts, community members with practical knowledge, other faculty members, or students from other areas invited to make a presentation or other contribution to the class.

How to use them. They may give a lecture or talk, take part in panel discussions, give a demonstration, act as consultant, take part in informal classroom discussions. Demonstration or talk by guest should be followed by questions or class discussion.

Advantages. They often bring ideas and viewpoints not found in textbooks and can clarify information for students. The experience usually motivates students to greater interest in the subject matter.

Possible disadvantages. The resource person may not be effective if the visit is not carefully planned. He may not cover the points expected, may not do a good job of presentation. It may be difficult to find experienced people for the specific area you want covered.

YOUTH ORGANIZATIONS

Several local, state, and national youth organizations exist with which students may wish to become affiliated. Such organizations usually provide students with leadership training, training in group processes, and committee work and competitive events based on occupational skills learned in the classrooms. Examples of some youth organizations include the following:

DECA	Distributive Education Clubs of America
FBLA	Future Business Leaders of America - Phi Beta Lambda
FFA	Future Farmers of America
FHA	Future Homemakers of America - HERO
OEA	Office Education Association - Future Secretaries Association
VICA	Vocational Industrial Clubs of America

The Distributive Education Clubs of America

The Distributive Education Clubs of America–otherwise known as DECA–is an organization whose program of leadership and development is designed specifically for students enrolled in Distributive Education. Distributive Education is a program of instruction which teaches marketing, merchandising and management. Any student enrolled in any Distributive Education instructional program in the nation is eligible for membership in his local DECA Chapter, his state DECA organization and national DECA.

The Distributive Education Clubs of Illinois (DECI) has approximately 2,000 members. The state association is divided into 25 geographical areas in order to gain a more effective organizational structure so as to serve a maximum number of students at the local level. The national organization, launched in 1947, now has 52 chartered DECA associations with a combined membership in excess of 100,000 members. Chartered clubs may be organized in secondary, post-secondary and collegiate institutions.

DECA is a non-profit, non-political, non sectarian, youth organization. All Chapters are self-supporting, with members paying local, state and national dues. Membership in this organization is entirely voluntary.

DE students have common objectives and interests. Each is studying for a specific career objective in marketing and distribution. Club activities have a powerful psychological effect upon the attitudes of students and, for many, DECA is the only opportunity which they have to participate in social activities of the school and to develop knowledge of the responsibilities of citizenship.

The state activities engaged in by DECA members involves a variety of student conferences to include Area Meetings, Leadership Institutes, State Planning Conference, State Leadership Conference and National Leadership Conference. A variety of competitive events at the secondary and post-secondary levels are also available to the membership.

The address of the national organization is:

Distributive Education Clubs of America, Inc.
200 Park Avenue
Falls Church, Virginia 22046

Future Business Leaders of America

The Illinois Chapter of the Future Business Leaders of America was organized in 1949. At the present time, there are more than 3,000 members in Illinois representing 90 secondary school chapters and 21 post-secondary chapters.

There are 10 areas for FBLA in Illinois and each area elects officers and plans area activities. These activities consist of educational events such as speakers, films, demonstrations concerned with business topics and social events such as luncheons, picnics and get-togethers. Local chapter activities may include fund-raising events as well as service activities to the school and community.

Any student who has taken business education courses is eligible for membership in FBLA in secondary schools. Phi Beta Lambda is the post-secondary organization and students in the junior colleges that are a member of this organization have a career objective in business, marketing and management occupations.

In addition to local and area activities, a State leadership conference is held annually in the spring of the year. Competitive events, educational activities, exhibits, luncheons, banquets and social get-togethers and other activities are part of the two-day State leadership conference.

Purposes of FBLA are to develop competent, aggressive business leadership, create more interest and understanding in the choice of business occupations, encourage members to improve the home and community, develop character, train for useful citizenship foster patriotism, provide and encourage the development of organized recreational activities, to strengthen the confidence of young men and women in themselves and their work and to improve and establish standards for entrance into marketing and office occupations.

The Illinois chapter is affiliated with the national organization, the Future Business Leaders of America. A national conference is held in June with representatives in attendance from various states in the nation. There are also competitive events, social events and educational events held at the national conference.

The address of the national organization is:

Future Business Leaders of America-Phi Beta Lambda, Inc.
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Future Farmers of America

The Future Farmers of America, or FFA, as it is commonly known, is a national organization of, by and for public school students of applied biological and agricultural occupations, under provisions of the National Vocational Education Acts.

As an integral part of the public school program of vocational education, the FFA has become well known. Organized in 1928, it has provided invaluable leadership and citizenship experience and has served to motivate and vitalize instruction for students preparing for careers in the applied biological and agricultural occupations.

The Illinois Association was organized in 1929 and has an annual membership of over 16,000. State and local chapter officers are elected annually. Each unit conducts orderly meetings a specified number of times every year. Planned chapter programs of activities are participated in by all members.

The FFA is a non-profit, non-political, non-sectarian youth organization of voluntary membership. The cooperative spirit is fostered and individual talents are discovered and developed. The organization embodies the fundamentals of a true democracy in establishing policies, rules and regulations by which they are governed. Individual responsibility is paramount but teamwork is also essential to lasting accomplishments.

The FFA awards program and contests provide incentive and promote competitive experience in a broad area of activities.

Knowledge gained in the FFA and classroom enables the students to be more efficient producers of food and fiber, quality control technicians, mechanics, horticulturists, marketing representatives, transportation experts and all sorts of careers either directly or indirectly related to the vast agricultural industry.

The FFA is directly involved with the preservation and wise use of America's renewable resources. Community action programs are helping both rural and urban communities become more rewarding and challenging places in which to live and work.

The address of the national organization is:

Future Farmers of America
National FFA Center
P. O. Box 15160
Alexandria, Virginia 22309

Future Homemakers of America – Home Economics Related Occupations

Future Homemakers of America was organized in 1945. The Illinois Association was the twelfth state to affiliate. Future Homemakers is open to any student enrolled in a junior or senior high school who is taking, or has taken, a course in home economics.

Students in Home Economics Related Occupations courses are eligible for membership in HERO. This includes students in Food Services, Clothing Services, Child Care Services, and other home economics occupations courses. The program of activities is planned by members according to their interests and concerns. A school may have both FHA and HERO. Chapters affiliated with the State and National Associations. FHA's and HERO's name and emblems are registered with the U.S. Patent Office.

The Illinois Association has nine elected youth officers who comprise the executive council. The council is responsible for the State program of work. An advisory council of eight adults serves in advisory capacity to the council. The State is divided into twenty-five sections. Each section elects their own officers and had a planned program of work.

Students in post-secondary programs may belong to the college division of the Illinois Home Economics Association and the American Home Economics Association.

Chapter and section organizations have meetings and leadership sessions planned by members. The Illinois Association has an annual leadership conference. State officers are elected at this meeting.

The National meeting is attended by State officers and section delegates. This meeting is rotated among four regions with a major meeting held in Chicago every five years. FHA-HERO is in a period of transition. The program of work is being reviewed and changes are being made for a dual organization.

The address of the National organization is:

Future Homemakers of America
2010 Massachusetts Avenue, N. W.
Washington, D. C. 20036

Future Secretaries Association

Future Secretaries Association is a youth organization sponsored by the National Secretaries Association (NSA). There are 30 FSA Chapters in the secondary schools of Illinois at the present time.

Membership qualifications are business education students who express an interest in, and who evidence an aptitude for, secretarial work. Members must have been enrolled for a minimum of one year in a secretarial course of study.

Through the guidance of experienced secretaries the Future Secretaries Association has the following objectives:

Stimulate interest in the secretarial profession,
Develop a better understanding of secretarial responsibilities,
Provide the basics necessary to the preparation of future professional secretaries.

FSA chapters are located throughout the United States, Puerto Rico, and Canada.

If for any reason, the local NSA chapter is unable to sponsor an FSA chapter in the school, (or there is no NSA local organization) the principal of the school may select three, or more qualified secretaries in the community who desire to sponsor the FSA chapter in the school.

At each meeting of FSA, a member of the NSA is present and assists the instructor with the local chapter. This provides for very close cooperation between the business community and the school.

This youth organization provides for leadership and service activities. Some benefits for having a local FSA chapter are:

Association with experienced professional secretaries and students who have common interests.
Desire to attain professional competence through a continuing educational program after graduation.
Enthusiasm for a more rewarding secretarial identification with the business world.

For more information contact

Future Secretaries Association Department
The National Secretaries Association
1103 Grand Avenue
Kansas City, Missouri 64106

Illinois Office Education Association

The growth of the Cooperative Part-Time Office Occupations Programs in Illinois stimulated the need and desire for the formation of the Illinois Office Education Association (IOEA) in the year 1950. Today there are 180 chapters in secondary schools in Illinois with membership of 3,300 students.

The state is divided into 26 areas and each area conducts various activities throughout the year. These activities consist of educational, social, and service events. There are also many competitive events on the area and state level. The three top winners at the state level in each competitive event are eligible to participate in the national competitive events.

A state leadership conference is held annually with the major objective to provide student members with educational benefits through leadership participation. Each area sends a student-delegate to the planning session for the state leadership conference. The area delegates make up the student executive council for IOEA.

The major objective of the IOEA as a state-wide organization is to promote and stimulate those ideals, skills and aptitudes believed to be important and necessary to the development of future office workers. An Office Occupations Chapter at the local school level provides each student-learner an opportunity to engage in various activities for the development of individual leadership, responsibility, and understanding of valuable group activities.

The IOEA is affiliated with Office Education Association (OEA), the national youth organization specifically designed for students in the cooperative part-time office occupations programs. The national organization holds a national conference in the spring of the year with educational events, social events, competitive events, tours, exhibits, and other activities which help to develop student leadership.

Membership in IOEA benefits the student through participation, socializing, leadership competition, understanding, spirit of belonging, confidence, competencies, recognition, and education.

The address of the national organization is:

Office Education Association
20 Leland Avenue
Columbus, Ohio 43214

Vocational Industrial Clubs of America

VICA is a national organization of youth, uniting in a common bond, all students who are enrolled in occupational education preparing for careers in the trades and in industry.

The purpose of VICA is social and educational. It provides students the opportunity to develop leadership abilities through participation in educational, civic, recreational and social activities; to foster deep respect for the dignity of work; to develop planning abilities to organize and implement worthy school-community activities and projects; and to foster patriotism through a knowledge of our nation's heritage. The involvement of VICA members in planned programs of work activities is regarded as an integral part of the instructional program.

Illinois VICA consists of nine geographical regions. Each region has a student chairman and student recorder responsible for the activities of their region. The State Organization has a full set of officers. The Executive Board consists of the State Student Officers and the Regional Student Officers who are responsible for the operation of the State organization.

State activities consist of Executive Board Meetings and Leadership Conferences. The executive meetings are devoted to club business and leadership training. The Leadership Conference is designed for all members. It affords opportunity for individual development through such activities as: leadership sessions, public speaking, essays, job interviews, scrapbooks, occupational skill contests such as machine shop, auto mechanics, welding, drafting and carpentry, and an awards banquet.

The address of the national organization is:

Vocational Industrial Clubs of America
105 North Virginia Avenue
Falls Church, Virginia 22046

The Division of Vocational and Technical Education will provide on request the services of a state staff member to serve as state advisor to student organizations whose activities are related to an instructional program. These advisors will provide guidance and counseling, but they are not to dictate the administrative decision-making policy of student organizations nor are they to participate in activities involving the solicitation, receipt or accounting of funds or fees.

For further details concerning vocational youth organizations, please contact:

The Occupational Consultant Unit
Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education
1035 Outer Park Drive
Springfield, Illinois 62706

Chapter projects and activities are student-directed but are aimed at the development of occupational competencies. A project in which the students raise funds to support chapter activities should be organized in such a way that students learn to utilize the resources of the group in organizing, conducting and evaluating a business venture. A teacher is justified in using classroom time for the chapter when the activities contribute to vocational capabilities and occupational competence. The essential difference between a regular classroom learning activity and a chapter activity is in the roles of the teacher and the learners. The teacher is an advisor to the chapter and students are responsible for planning and directing their own learning. The Sheltered Workshop—A school may provide occupational education in a sheltered workshop for students who are not ready for employment in private business and industry as a prelude to cooperative education or when suitable training stations are not available. In a sheltered work setting students may operate a business under supervision of a teacher, learning all of the duties of buying, selling, promoting, and managing a retail operation. Similar workshops, some of which may be operated away from the school, can be provided for child care, repair services, laundry and dry cleaning, food service, custodial services, and other occupations. These experiences cannot substitute for on-the-job training but can provide effective learning which prepares students for gainful employment.

CHOOSING ACTIVITIES THAT DEVELOP MULTIPLE CAPABILITIES AND COMPETENCIES

Learning activities and projects should be conducted in such a way that the students develop multiple capabilities and competencies which prepare them for employment. The following capabilities and competencies can be developed and improved by providing learning activities whereby students practice these skills:

1. Communicating (oral and written)
2. Giving and following instructions
3. Organizing and planning work
4. Working in a group or committee
5. Creating goodwill
6. Making decisions
7. Evaluating one's own performance
8. Seeking needed information
9. Computing and working with figures

When the above skills are taught and practiced in conjunction with their application to an occupation, students are more likely to master them than if they are taught in isolation from the occupational skills. These are important factors in achieving success and satisfaction on the job.

One of the most important contributions cooperative vocational education can make in preparing students for employment is in teaching principles which the student can apply after he enters full-time employment. Too often beginning workers are given a repetitive task which they never see as a part of a meaningful total operation or as an opportunity to learn a new skill. Business and industry personnel are often unable to teach principles and theory underlying policies and procedures even though they recognize their importance in successful job performance. Instruction planned and supervised by the teacher-coordinator must emphasize the principles involved in performing an occupational task and the applications to be made in practical situations.

An example of emphasizing a principle is in teaching students about profits of the firm. He should learn why profit is important, how he profits personally when the firm profits, and how his job performance is related to the firm's profits. Then he is encouraged to find ways he can participate in making the operation which employs him more profitable.

Another example is in teaching human relations. The students should learn how to interact effectively with co-workers, employers, customers, patients, or with whomever they have contact in their work. Given the principles and some practical applications with practice, they have skills which will persist long after they have left the school.

Related instruction in cooperative vocational education should facilitate the development of capabilities the student needs to enter, adjust and advance in a satisfying career. Even though it is expected that a student's career interests and plans may change, the desired vocational capabilities and competencies which he will need in future occupations are learned through the medium of a specific job within the context of his economic and social environment. Factors to consider in planning related instruction are: (1) the capabilities and competencies to be developed, (2) provisions for individual and group needs, (3) appropriate sources of learning, (4) coordination of instruction from the several sources, and (5) appropriate methods of instruction.

RECOGNIZING THE VOCATIONAL CAPABILITY AREAS IN ORGANIZING INSTRUCTION

The vocational capabilities to be learned may be classified as (1) *Specific skills* which are derived from an occupation, (2) *Occupational adjustment capabilities* which are needed to succeed in a work environment, and (3) *career development capabilities* which are concerned with helping the learner find a satisfying occupational role. The emphasis given to each of these areas will vary with the purposes of the cooperative vocational education program, the occupations being taught, and the characteristics of the students. For example, in regard to specific skills, in some occupations it takes much more time to learn the required technical information or to operate equipment than others. In regard to occupational adjustment capabilities, some groups of students will require more instruction than others on how to get along with co-workers and their supervisors and on how to learn a job. In regard to career development capabilities, the instruction focusing on career development will vary with the ages of the students and their previous experiences in exploring occupations. It is generally agreed that the three vocational capability areas are related and should be integrated rather than organized in blocks of time or units of instruction.

Specific Skills– For each occupational field there are specific skills, knowledges and attitudes required to progress in that field. The instruction is directed toward the following kinds of competencies:

1. Manipulating tools or equipment
2. Gathering, processing, communicating or applying technical information
3. Constructing, assembling or combining elements
4. Performing a service
5. Others, drawn from the specific occupation

Occupational Adjustment Capabilities—One of the expected outcomes of cooperative vocational education is the student's ability to adjust to work environments—the plant, office, store or institution. The intent is that by teaching him to interact effectively with fellow workers, supervisors, and the conditions under which he works in the cooperative training station, he will acquire capabilities which will persist as he progresses in his career and takes positions in other work environments. Occupational adjustment capabilities include the following:

1. Learning how to learn a job
2. Interacting with co-workers, supervisors, and employers
3. Participating in worker groups as a member and leader
4. Developing desirable work habits and attitudes
5. Making rational economic decisions about employment, spending, saving, and participating in a private enterprise economy
6. Preparing for the jobs ahead
7. Managing work and leisure time
8. Keeping abreast with current developments in the occupation
9. Others, drawn from the environment where the occupation is found.

Career Development Capabilities

Another expected outcome of cooperative vocational education is the student finding satisfying occupational roles in which he can get a sense of achievement and self-realization. The instruction focuses on learning about the occupational field and the lives of workers in the occupation and looking inward at one's own potential needs, abilities, and aspirations as they relate to occupations and careers. The capabilities would include:

1. Assessing and analyzing one's own needs, interests, abilities and aspirations
2. Assessing and analyzing the potential opportunities and satisfactions of an occupational field
3. Predicting one's own chances of being successful and satisfied in the occupational field
4. Making decisions and plans to achieve goals and aspirations.

PROVIDING FOR ALL TYPES OF INSTRUCTION

In providing instruction for a group of students enrolled in cooperative vocational education, the teacher must take into consideration (1) the capabilities and competencies needed by all workers, (2) those which are common to an occupational field, such as blueprint reading might be for many trades, (3) those competencies which are common to specific occupations, such as seasoning foods for quantity food preparation fields, and (4) those competencies which are specific to the job a student is learning to perform at his training station. Obviously, when a class of students is preparing for similar occupations it is possible to provide instruction which is relatively more specific and pertinent for the occupations being studied. When the class members are preparing for a diversity of occupations, the instruction is likely to be of a very general nature except for what is learned through independent study and what is taught on-the-job.

Instruction in Capabilities Common to All Occupations

There are some capabilities which are common to all occupations such as employer and co-worker relations, how to learn a job, how to live on one's earnings, organizing one's work, recognizing benefits and capitalizing on work experiences, and participating in employee groups. This learning may be provided through group instruction using discussion, the conference method, panels, speakers, and other methods involving the entire class, irrespective of each student's job or career interest. Use of experts from the community, other members of the faculty, visual aids, etc. have made this phase of instruction very interesting and meaningful.

Instruction in Occupational Field Capabilities and Competencies

This instruction is drawn from an occupational field and includes those capabilities and competencies needed by all workers in a field such as office occupations, distribution, trades or health occupations. In office education, typing and general office procedures are an occupational field competency. Marketing principles are usually taught to all students in distributive education. Health occupations education might include basic human needs as a common area of learning for the entire class. It is essential that students develop the occupational field competencies and capabilities in order that they can advance in the occupational field and adjust to changes in occupations within the field. If classes are organized by occupational fields and the teacher is competent in the field, a large part of the instruction should be in these competencies and capabilities because they prepare students for growth and flexibility.

Instruction in Individual Occupation Competencies and Capabilities

Instruction for an individual occupation is important because the student's interest at the time of enrollment usually is to learn a salable skill and qualify for employment. If he experiences a sense of achievement and self-worth in being able to perform an occupational skill, he is motivated to learn more about the occupational field. These learning outcomes are relatively tangible and seem practical to the learner when they are applied on the job. An example of this type of instruction might be teaching individuals or a group of service station trainees to change the oil in an automobile or teaching ready-to-wear trainees to dress a manikin for a display. Then, when they are exposed to the tasks on the job, have some basic skill and a degree of confidence in undertaking the new responsibility. The amount of similarity among the occupations of the class members will determine how much of the classroom time can be devoted to individual and to group training for specific occupations. Of necessity, some instruction must be provided through independent study materials and individual help from the teacher-coordinator.

Providing for Team Teaching

Team teaching can be utilized in cooperative vocational education to provide general related instruction which applies to all occupational fields and to develop the needed competencies which are drawn from the technical content of several occupational fields, such as vocational capabilities needed by students in agri-business occupations. As programs are expanded to provide training in many new occupations, team teaching can be used to provide interrelated instruction.

Team Teaching in General Related Instruction

There are some advantages in grouping cooperative vocational education students from several occupational fields for instruction which is common for all of them. One advantage is the exchange of information among students preparing for different occupations. Another advantage may be in effective use of the staff. The major disadvantages of team teaching are in the impersonal student-teacher relations, which sometimes happen in team-teaching; and the inability of team teachers to understand each student's background, needs, and personal problems which have a bearing on learning. The teacher-coordinator who is particularly effective in teaching grooming, or how to interview for a job, can help students in all the occupational fields. Team teaching can be effectively used in general related instructional areas such as the following:

1. Choosing and planning a career
2. Applying for a job
3. Getting along with employers and co-workers
4. Developing a work personality
5. Grooming and dress
6. Being a wise consumer
7. Labor laws and regulations
8. Governmental agencies
9. Social security
10. Taxation
11. Insurance
12. Use of leisure time.

Team Teaching Interrelated Instruction

The teacher-coordinator, who should be competent in the basic technical skills of the occupational field in which he specializes, cannot always provide the depth of knowledge needed in a highly specific technology drawn from another content area. For example: students preparing for occupations in agri-distribution (e.g. farm supply sales) must have the technology of agriculture and also the technical skills in marketing and salesmanship. In this example the needed instruction can be provided by having the agri-business coordinator and the distributive education coordinator work as a team to develop the desired capabilities and competencies. Most occupations draw on several content fields, and by utilizing team teaching the students can receive specialized technical instruction from the teacher best prepared in the needed vocational area.

One way of organizing instruction and facilitating team teaching is to have the vocational teachers exchange classes of students. The home economics teacher-coordinator may teach a unit on color and fabrics to students preparing for fashion merchandising occupations while the distributive education teacher-coordinator teaches a unit on salesmanship to students preparing for home economics related occupations, such as tailoring and clothing alterations. There are numerous possibilities for exchange which will contribute to better instruction for occupations requiring a variety of specialized competencies.

A teacher-coordinator who is responsible for directing the related instruction of thirty students can draw on other technical competency areas by having teachers in these areas work with individual students. A student in the trades areas, such as automotive repair, may go to the office occupations coordinator for special help in recordkeeping and accounting as applied to operating a repair business. Schools which operate under modular flexible scheduling can easily provide more opportunities for interrelated instructional programs.

Guidance in Learning Specific Job Competencies and Capabilities

The competencies and capabilities which are unique to the job the student has in his training station are learned there; however, the teacher-coordinator facilitates this learning by guiding the student in what to observe and how to learn the unique duties and responsibilities of his job. For example, an employing organization has unique policies and procedures which the trainee must abide by, also each business has its own system and special equipment. The student learns how to analyze a job and how to use resources in the training station to enrich his learning experience.

SUMMARY

A program in Cooperative Vocational Education is not complete, nor can it be successfully operated without viable instruction which provides each student with related information applicable to his occupational training. The methods of presenting related instruction are innumerable, and the teacher-coordinator should use the method best suited to the instructional situation. Assignments in textbooks, trade journals, outside speakers, conferences, and club activities are just a few ways to make a student learner a better and more successful technician and wage earner.

Teacher-coordinators and others interested in literature dealing with cooperative education in vocational education should become familiar with two publications, *Abstracts of Research and Related Materials in Vocational and Technical Education* (ARM) and *Abstracts of Instructional Materials in Vocational and Technical Education* (AIM). These publications, which are published quarterly on subscription basis, contain abstracts of and indexes to vocational and technical education documents. Further information regarding subscriptions shoudl be addressed to:

ERIC Clearinghouse On Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

Chapter VII

IMPLEMENTING COOPERATIVE VOCATIONAL EDUCATION THE COMMUNITY LABORATORY INSTRUCTIONAL PLAN

The need for schools to use the resources and services of the employing community for supervised occupational laboratories in cooperative vocational education makes the organization and establishment of training stations on a sound educational basis imperative. Cooperative vocational education cannot be valid unless the training station becomes a true extension of the school's instructional program. It is the duty of the teacher-coordinator to build and maintain harmonious relationships among all groups involved in the cooperative vocational program to the end that the student-learner receives the very best preparation for his chosen occupation.

CRITERIA FOR SELECTING TRAINING STATIONS

The teacher-coordinator must carefully select training station facilities and personnel for his students. The on-the-job laboratory phase of the cooperative plan is his responsibility. The student's needs, interests, and aspirations are the most important considerations in determining the suitability of a training station.

Many individuals and groups can assist the coordinator with this important element of cooperative vocational education. Personnel from the Illinois Employment Service and steering and advisory committees frequently have information concerning potential opportunities and needs for training in the community and are willing to help.

It is easy for a teacher-coordinator to blame an employer or training sponsor for not providing effective on-the-job instruction. However, all too frequently the employers and training sponsors are not fully aware of their duties and responsibilities.

A group of experienced teacher-coordinators, enrolled in a graduate coordination technique class, conducted interviews with the employers and training sponsors of their current students to determine their understanding of the following responsibilities and conditions regarding training stations:

1. That the cooperative plan is a training program and not primarily a school employment agency.
2. That the employer is considered a partner in the program of training and should assist the school by providing planned experiences and on-the-job instruction.
3. That training agencies will provide on the average of approximately 15 hours of employment a week throughout the school year.
4. That a monetary wage will be paid all beginning trainees and that this amount may be increased proportionately to their productivity.
5. That candidates for the part-time employment have had vocational counseling at the school during which they have determined tentative career objectives.
6. That the trainee is enrolled in special classes at the school where he is receiving instruction directly related to his on-the-job activities and occupational objective.
7. That the trainee should have opportunities to move from one specific job activity to another in order to participate in various experiences leading to his occupational goal.

8. That the student-learner should be placed in the same employment status as that of other part-time employees in matters of social security, insurance, vacations, and labor laws.

9. That the coordinator will visit the student-trainee, observe his job performance, suggest to the employer some good methods of on-the-job training, and determine the job activities to which classroom instruction should be related.

10. That periodic ratings based on the job performance of the trainee will be made by the employer or his representative and report to the coordinator.

The coordinators were amazed at how little the employers and training sponsors remembered from what they thought they had explained to them.

In order to make appropriate student placements, the teacher-coordinator and advisory personnel must have some criteria for determining what constitutes a suitable training station. Include (1) occupational criteria, (2) policies and practices of employing firm or organization, (3) management objectives and attitudes, (4) training content criteria, (5) personnel for training, and (6) working conditions criteria.

Occupational Criteria

The Vocational Amendments of 1968 specify that on-the-job training should be "related to existing career opportunities susceptible to promotion and advancement," and "does not displace other workers who perform such work." In various parts of the 1968 legislation it is implied that the number of students trained in an occupational field should roughly correspond to the distribution of occuaptions in the labor force. The occupations must be considered in terms of the potential employability of the students during the training period and the contribution the occupational training can make to the students' vocational development. The characteristics of the students must always be considered in evaluating and selecting the occupations to be learned.

Some of the factors to be considered in examining occupations within a training station are

1. Compatibility of the occupations with the capabilities and the career interests of the student so that the job will be interesting and challenging
2. Sufficient learning content to be worthy of the time and effort to be expended in learning the occupation
3. "Susceptible to promotion and advancement"
4. Relationships to existing and future career opportunities.

Policies and Practices of Employing Firm or Organization

The reputation of the employing firm in the community is an important consideration because people in the community tend to evaluate cooperative vocational education partly by the type of firms or organizations which participate. Every effort should be made to select employers from whom students can learn desirable operating practices and work standards. Some policies and practices to consider in selecting suitable training stations are

1. Wage scales in relation to those paid for similar occupations in the community
2. Relationships with labor groups and other employers, and with customers and clients
3. Work standards and efficiency of operation
4. Hiring, promotion and dismissal practices

5. Working conditions and employer concern for well-being of employees

6. Credit record and financial stability

7. Support of community activities and welfare

Management Objectives and Attitudes

It is essential that employers of cooperative vocational education students are strongly committed to the training objective. Their attitude toward training is reflected in the way in which they train their regular employees. A firm or organization which has an on-going training program and seeks to develop the maximum occupational growth of each employee is potentially a suitable training station. In evaluating the attitudes of employers toward training, some possible criteria are

1. Employment of personnel responsible for planning and conducting training

2. Type and amount of training given to regular employees

3. Quality of facilities for training

4. Willingness of employer to participate in planning a training program for student(s) and to agree to a written training agreement

5. Expertise of employees in performing their occupations

Training Content Criteria

The training content of an on-the-job learning experience should be matched to the capabilities of the student. If the training content is not challenging and capable of improving the occupational competencies of a student, then it is not a suitable training station. Some students, of course, may take a long time to learn even relatively simple jobs. Other students are capable of learning highly skilled jobs and of assuming increasing responsibilities rapidly as they progress in the program. Some factors to consider in evaluating training content are:

1. Amount of training required to perform the occupation

2. Opportunities for increasing responsibilities and upward occupational mobility

3. Applicability of the training content for future employment

4. Ability of the firm or organizaiton to provide adequate instruction

5. Ability of the school to provide the necessary related instruction

6. Attitude of on-the-job instructors (training sponsors) toward the training content

Personnel for Training

The effectiveness of an on-the-job learning experience depends to a great extent on the personnel who do the training. The employer or manager may be very willing to participate, but frequently the responsibility for training and supervision of the student is delegated to a supervisor or an experienced employee. The coordinator will need to consider the following factors in evaluating the personnel who will conduct the actual training:

1. Technical competence in the occupation to be taught
2. Interest and attitude toward training and students
3. Ethics and habits which students can emulate
4. Ability and willingness to allot sufficient time and effort to training
5. Willingness to work with the coordinator in planning on-the-job learning experiences and related classroom instruction, and in evaluating student progress
6. Ability to adapt job instruction to the learning style and capabilities of the student
7. Competence in human relations and sensitiveness to student needs for recognition, guidance and direction

Working Conditions Criteria

The working conditions should be carefully evaluated in determining the suitability of training stations because the school is responsible for the health, safety and job satisfaction of students. Placement of students in training stations where the environment is unpleasant, or not in keeping with generally accepted standards for the occupation, breeds dissatisfaction on the part of students, parents and others who expect cooperative vocational education to maintain high standards. Some working conditions to consider in selecting suitable training stations are

1. Convenience of location with respect to the student being able to get there from school and home safely, and within a reasonable period of time
2. Healthful and safe working conditions
3. Hours of work which allow the student sufficient time to keep up with his school work, participate in some recreation and get adequate rest
4. Adequate equipment and facilities to practice the occupation for which training is planned
5. Compliance with local, State, and Federal labor regulations regarding wages, hours, working conditions, insurance and hazardous occupations.

ESTABLISHING AND MAINTAINING STANDARDS OF LEARNING AT TRAINING STATIONS

The major purpose of cooperative vocational education is to learn; to earn is secondary, although essential in order for the learner to participate in the program. A program can become a work-experience program with very little learning if the students are not paid for their work and if the teacher-coordinator fails to maintain high standards for learning. An educational program is expected to contribute to student growth and the acquisition of competencies which the student did not possess prior to entering the program. The desired learning outcomes of cooperative vocational education are achieved by cooperative planning between the teacher-coordinator, the employer and the student, and by continuous evaluation and follow-up activities.

Training Sponsor Selection Criteria

Selection of the individuals who will conduct the actual on-the-job training and supervise the cooperative vocational education student at work is critical to the quality of the learning experience. This training sponsor may be the employer or manager of a firm, but more often is a supervisor or experienced employee who can work closely with the student at all times. The teacher-coordinator, who knows the student well, and the employer, who knows the capabilities of his employees, together select the training sponsor who will be responsible for the student. Some suggested criteria for selection of a training sponsor are

1. Technical competence in the occupation to be taught
2. Ability to organize and conduct job instruction training
3. Worthy personal traits and work habits which the student can emulate
4. Ability to communicate and relate to superiors, co-workers and subordinates
5. Interest and attitude toward training and toward the type of student who will be enrolled
6. Specific skills or attitudes required in working with students having special needs (e.g., slow learner, or student who lacks self-confidence)
7. Willingness to work with the school coordinator in planning instruction and evaluating student progress

In some training stations a new training sponsor will be designated when a student is rotated from one job or department to another. It is essential that careful attention is given to the selection of each training sponsor because students tend to form an opinion about the occupation from their experiences with supervisors.

Providing a Program of Sponsor Development

Training a cooperative vocational education student will be a new experience for many training sponsors. Even though they are carefully selected because of their potential ability, training sponsors are usually more effective in their roles when they are given special help by the teacher-coordinator in how to train students.

Orientation to Cooperative Vocational Education. The training sponsor should be included in the early planning sessions with the employer and the teacher-coordinator so that he understands the purpose of the cooperative arrangement and the role he has to perform in achieving its objectives. A printed guideline describing the program and the duties of the training sponsor is valuable in communicating information that will be helpful to him. In firms where there are several training sponsors, or in communities where it is feasible to have training sponsors meet as a group, a luncheon meeting is a good way to foster group enthusiasm for working together to provide on-the-job training. Training sponsors take pride in their responsibility when the coordinator gives public recognition for their contributions. The group meetings provide opportunities to discuss common problems, as well as to recognize the importance of the training sponsor's role.

Training Sessions. Some individuals who are very competent in their occupational field have difficulty in teaching others to perform the work. They often tend to assume that the learner can perform a task after being told and shown once how it should be done. Time taken to educate the training sponsor in methods of analyzing tasks to be taught and in using the step-by step method of (1) preparing the learner, (2) presenting the material, (3) applying the learning, and (4) checking on learning job instruction training will result in better job instruction for students. The teacher-coordinator can make a contribution to the training efficiency of a firm by training supervisors to be better job instructors. The training sponsor usually will derive satisfaction from doing a more effective job of teaching.

Training sponsors may not be experienced supervisors who know how to manage human relations and how to relate to the students whom they supervise. The coordinator can help many training sponsors to become more successful in their relationships with students, as well as to be better supervisors, by providing human relations training (job relations training). The training sessions usually can be conducted at one of the training stations or at some convenient meeting place such as the school or local Chamber of Commerce meeting room.

Follow-up Calls. The teacher-coordinator works with individual training sponsors on his periodic calls to the training station. The training sponsor should be encouraged to discuss any problems which the student might be having in making a satisfactory adjustment. The teacher-coordinator may suggest alternative ways of dealing with problems or provide information which helps the training sponsor to solve them. Periodic reviews of the student's progress help the training sponsor determine when the student is ready for new experiences and keeps the focus of the program on instruction and learning. The master teacher-coordinator makes suggestions on training, and at the same time recognizes the contribution and achievements made by the training sponsor, and above all is outstanding in diplomatically working with all those associated with the cooperative program.

Preparing a Training Agreement or Memorandum

The teacher-coordinator must make a continuous effort to maintain a training emphasis on cooperative vocational education programs. This is partly achieved through the training agreement. The training agreement is a written statement of the training commitment which is expected of each of the parties involved—the employer, the school, the student, and the parents. Although it is not treated as a legal contract, it is a business-like way of coming to an agreement on the responsibilities of the concerned individuals. The training agreement should be signed by each of the parties mentioned and a copy should be given to each of them at the time the student is placed on the job. The following kinds of information should be included in the training agreement:

1. Statement of the program purposes
2. Career goal of the student
3. Occupation(s) to be taught
4. Duration of the training period
5. Schedule of work and school (minimum and maximum hours of work)
6. Beginning wages and possibly conditions for increases in wages
7. Employer responsibilities
8. School and teacher-coordinator responsibilities
9. Student responsibilities
10. Training plan (this may be a separate document or the plan may be broadly outlined in the agreement and a more detailed plan completed later.)

One example of a training agreement is shown in Appendix F.

The Training Plan

The purpose of the training plan is to organize the instruction and to correlate classroom learning and on-the-job training. The teacher-coordinator, the employer, the training sponsor, and hopefully the student, together determine the learning experiences which will be provided on the job and in school. A plan for the job and school instruction will serve as a guide in correlating on-the-job training and classroom learning.

Figure 9

TRAINING PLAN FORMAT

Student learner (name, address, phone, social security number)

Firm and training sponsor (name, address, phone)

Career objective (title, description, number, USOE code number)

General areas of student experience and learning

- I Selling
- II Display
- III Etc.

Specific areas of student experience and learning

- I Selling
  - A. Suggestive and related selling
  - B. Selling high fashion merchandise
  - C. Etc.

SPECIFIC AREAS OF STUDENT EXPERIENCE AND LEARNING	TRAINING STATION	SCHOOL		REFERENCE	TIME SCHEDULE
		Group	Individual		
I. Selling A. Suggestive and related selling B. Sell high fashion merchandise C. Etc.					

The student's tentative career objective, a knowledge of his readiness for different kinds of experiences, and a detailed analysis of the competencies needed for the occupation are necessary to develop a training plan for an individual student. The coordinator is expected to know what skills and knowledges the student already possesses and what kinds of learning experiences he is capable of handling in his first job assignments. It is very important that the early on-the-job experiences provide opportunities for the student to experience a sense of achievement and growth because these are the factors which are the source of his motivation to learn.

The employer and training sponsor should be able to specify the learning experiences which lead to occupational competence; however, the coordinator may have to provide check lists or a general outline of possible on-the-job experiences from which the employer and training sponsor designate the areas of instruction which they can provide. Then they add those experiences which are unique for the specific job and work situation. The sequence of learning experiences should show some progression from the simple to the complex. Once a workable plan is developed for a student in a specific training station, it can be adapted for other students who are placed there or in similar jobs. The training plan, however, should always be adapted to the specific training station and the individual student. See Appendix G and H for sample training plans.

The training plan is always subject to change as the student progresses through the program and his strengths and weaknesses are uncovered. The coordinator and the training sponsor will often find it necessary to alter and add to the original plan. A time schedule of job experiences is a good thing to have in the plan, but with the understanding that the student be given experiences when he is ready. The training plan should include items such as the following:

1. A listing of the learning experiences which the student will receive both in school and on-the-job and where they will be secured.
2. Space for entering periodic rating of the student's performance.
3. Space for indicating references for on-the-job and classroom resources materials needed for individual study projects.

Techniques for Selecting a Training Station and Selling the Training Plan Concept—One Example

Successful teacher-coordinators have developed a number of techniques for selecting a training station. Whenever possible, begin the selection process well in advance of the time when students are to be placed.

The first contact with the personnel manager of a potential training station is frequently just a brief visit. However, many coordinators prefer to make an appointment with the employing official through an advisory committee member or other contact person. The major purpose of the first visit should be to **qualify** the employer. No, not to sell the program! If an appointment has been made, arrive early, when appropriate, to carefully observe the business in operation and talk informally with employees. The meeting with the owner or manager of the firm should be centered on his business and his concepts for training personnel. Show interest in his business and methods, but don't be tempted to sell the program. Establish his confidence, so that on the next visit he will be willing to accept the cooperative plan. Make complete mental notes of the brief visit for later use in the presentation of the program. Before terminating the first visit, many coordinators prefer to leave a brochure explaining their program and make an appointment for a second visit.

The second contact with the employer, who has been labeled a good prospect, should take the form of a carefully planned presentation. Key points which the employer has mentioned should be capitalized upon in opening discussion and in making the presentation. Tailor the presentation to his business. Descriptive brochures or fact sheets should be used when appropriate. Various types of visuals, such as pictures and documents endorsing the plan, can add to the effectiveness of the presentation if used properly. Advantages of the cooperative education plan for the employer, such as the following ones, must be carefully explained.

–The program is a source of loyal, competent employees

–The backing of the school insures that the employer will have the student-trainee for the entire school year which provides an opportunity to develop competencies in more depth

–Making a civic contribution by helping the school and the student-trainee

–Employers have the assistance of the school and the coordinator in training a worker

–Workers are prepared for the entire industry as well as for an individual business

–Workers have a career interest rather than just an interest in a part-time job

The employer must also understand the benefits of a training plan for both himself and a student-trainee.

Employer benefits: By rotating students, they become more knowledgeable about the many facets of business, in turn making more valuable employees. A method of rotation tends to sustain student interest and the higher the interest level, the more the student will learn. A system of rotation tends to reduce employee turnover because the student is more likely to find stimulation in the business and will stay on the job longer.

Student benefits: The more experience obtained by the student, the more he will learn and develop marketable skills. By experiencing many positions within a business the student will find what type of tasks he enjoys and from which he receives satisfaction. The student will have the opportunity to learn more about himself and will have a broader base from which to intelligently select a career. The student will retain his interest level at a high plane knowing he will receive numerous experiences.

The coordinator must be careful not to do all of the talking. Whenever possible secure employer comments and reactions. Try to keep a discussion type atmosphere. Hopefully the employer will see how plans for developing both his business and his personnel can be enhanced through participation in cooperative vocational education. The teacher-coordinator should be able to fully ascertain the attitude of the employer toward the goals and objectives of the program being presented. Willingness of the employer to give his support to the program may be indicated in a number of different ways. The teacher-coordinator may ask and make note of the training the employer feels his firm can give. Possibly the employer will just say, "I want to meet with my staff to decide how many students we want to train and have them prepare a list of the on-the-job experiences the students will receive." The teacher-coordinator should try to get the employer to at least indicate some of the type experiences which he feels a student would receive with his firm.

Hopefully at the end of the second or third visit, the teacher-coordinator will have the unqualified support of the employer. However, either the coordinator or the employer may desire additional dialogue before a final decision is made. Whether the teacher-coordinator has specific students in mind for the employer, or is just selecting a training station for use at a later date, may well be a determining factor.

The key role and qualifications of the training sponsor are constantly emphasized during the discussion with the employer. In smaller firms the employer may also serve as the training sponsor, however.

Let's assume the employer is willing to train a student, and the teacher-coordinator had just one student with an appropriate career objective. Then the training station selection process is almost completed. The teacher-coordinator will want to make sure that the employer has selected a training sponsor who meets the following criteria:

1. Technical competence in the occupation to be taught
2. Ability to organize and conduct job instruction training
3. Worthy personal traits and work habits which the student can emulate
4. Ability to communicate and relate to superiors, co-workers, and subordinates
5. Interest and attitude toward training and type of student who will be enrolled
6. Specific skills or attitudes required in working with students having special needs (e.g., slow learner, or student who lacks confidence)
7. Willingness to work with school coordinator in planning instruction and evaluating student progress

A meeting with the teacher-coordinator and prospective training sponsor will hopefully be arranged by the employer. The teacher-coordinator should encourage the employer to briefly explain the program and basic procedure that will be followed by the firm to the training sponsor. Following the brief employer presentation, the coordinator will want to ask the training sponsor to indicate some possible on-the-job training experiences which he feels he would be able to give a qualified student-trainee.

These identified training experiences are carefully recorded by the teacher-coordinator for use in launching a training plan for the student-trainee.

The teacher-coordinator will want to make the training sponsor feel that he will be assuming a key role in the training program, and that he will have the assistance and support of both himself and the employer. Hopefully, the dialogue between the employer, training sponsor, and teacher-coordinator will set the stage for implementing an effective cooperative vocational education program.

The teacher-coordinator is satisfied that a potentially sound training station has been selected that can assist his student in achieving his occupational objective. He is now ready to prepare the student for his job interview.

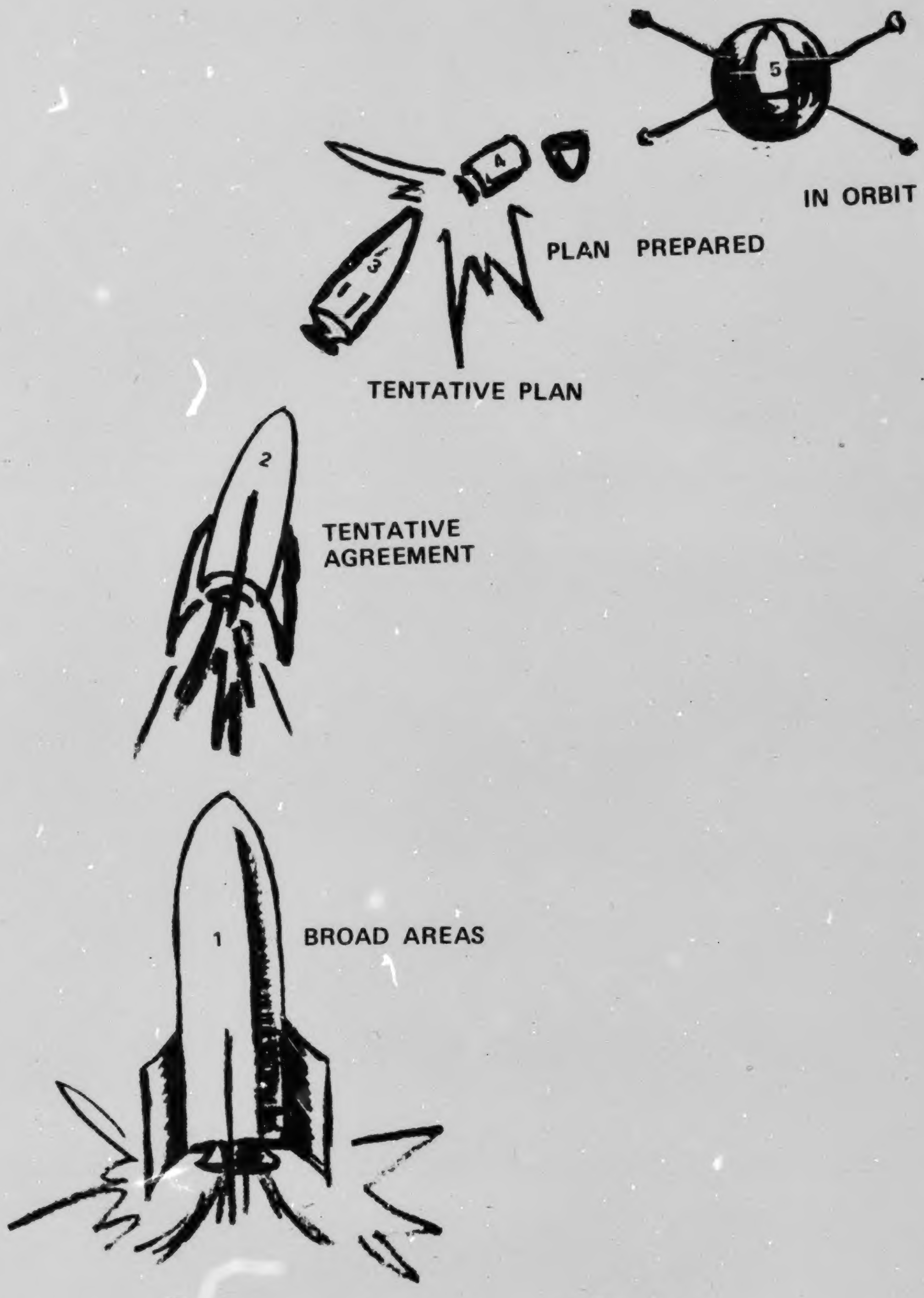
Once the student-trainee has been selected by the employer and training sponsor, the second of the five-stage procedure for launching a training plan, illustrated in Figure 10, can be implemented.

Actually stage 1 (broad training areas) was accomplished when the employer and training sponsor indicated the on-the-job experiences that they would be able to provide for a qualified student-trainee.

The meeting with the selected student-trainee, training sponsor, teacher-coordinator and possibly the employer should be held at the earliest possible date to work out a tentative agreement on the training the student will receive. The training sponsor tells for the second time, with some elaboration, what training will be given to the student. The sponsor must feel that the ideas for training the student-trainee are his. Yes, the teacher-coordinator can help stimulate the thinking of the training sponsor, but he must be careful not to dominate the discussion. Hopefully the teacher-coordinator will have a sound basic idea of the experiences which a student with a career objective in a given field should receive. He may want to study previous training plans, but should not use them to tell the sponsor what training he should be giving. Also, student ideas and suggestions may be quite helpful in arriving at the tentative agreement.

Figure 10

STAGES OF LAUNCHING A TRAINING PLAN


5
IN ORBIT
4
PLAN PREPARED
3
TENTATIVE PLAN
2
TENTATIVE AGREEMENT
1
BROAD AREAS

The third stage of launching a training plan can be accomplished after the sponsor has worked with the student for a short period of time. Notes that were taken by the teacher-coordinator are carefully organized before making an appointment with the training sponsor. The purpose of this meeting is to design a tentative training plan. Competencies that the career-oriented student must develop to achieve his occupational objective should be carefully identified. Also, on-the-job learning experiences, which will enable the student to achieve these competencies, should be clearly described.

Training sponsor recommendations concerning instructional materials that are available to aid in developing the identified competencies, which can be used at the training station or in school, should be solicited. Hopefully, the training sponsor will feel that he is a partner and teaching colleague of the coordinator in designing a plan for preparing a young person for his chosen career. The student should be directly involved in this stage of the development process, after the training sponsor and possibly the employer have reached a basic agreement.

Stage four of the training plan sequence can be most effectively implemented if the teacher-coordinator has complete notes on the competencies needed for the student to achieve his career objective, and the on-the-job learning experiences which will be provided by the training sponsor. The training plan may be prepared in detail for the total training period. However, many coordinators prefer to prepare the plan in detail for the first three or four months, briefly outlining the on-the-job learning experiences which will be developed later in the year.

Before the training plan is typed, the training sponsor should give his final approval. Copies of the training plan are made for the employer training sponsor, student, parent, and teacher-coordinator.

Putting the plan in orbit is the key to the whole training plan concept. Can the coordinator work effectively with the training sponsor and the student to keep the plan functioning properly? The coordinator must plan his coordination calls carefully. Many successful coordinators plan calls approximately two weeks in advance. It is highly recommended that the coordinator keep an individual student coordination folder.

Evaluating Student Achievement

Student progress in acquiring occupational capabilities and competencies is the basis for evaluation in cooperative vocational education. In order to evaluate achievement fairly and reliably it is essential that before the training and instruction is undertaken the following steps are completed:

1. The vocational capabilities and competencies which are needed to perform the occupation are identified.
2. The student's level of proficiency in occupational capabilities and competencies prior to entering the training program is known.
3. Clearly defined objectives and expected levels of performance are known by the student, the training sponsor and the teacher-coordinator.
4. The on-the-job training experiences and related instruction are planned to develop the capabilities and competencies to be evaluated.

Evaluation is a measure of the degree to which the student has achieved the objectives of the training and instruction. The purpose of evaluation is to determine whether or not the student is competent in the occupation, to verify that the learning experiences were effective in developing occupational capabilities and competencies, and to identify areas of strengths and weaknesses in order to plan further instruction.

There are job proficiency tests for some occupations; however, in the absence of appropriate measures of objectives, a rating sheet is used to record the evaluator's judgment of the student's proficiency in occupational competencies and work habits. The major criticism of many rating sheets is that they often do not match the training objectives and correlate with planned instruction. They are often only an assessment of generalized work habits such as neatness, punctuality and appearance. The rating sheet should be keyed to or supplement the training plan so that items which describe the degree to which the student has mastered occupational competencies, such as "administers baths to patients," or "sets type for printing jobs" are evaluated. An evaluation sheet which provides space for comments and asks the rater for *behavioral descriptions* rather than scale points ranging from "poor" to "excellent" is useful in determining what the student has learned to do well and what areas require further training and instruction. See Appendix N, O and P for sample rating forms.

Initially, training sponsors and employers should not be expected to complete rating sheets without the help of the coordinator. The later should be present when the training sponsor undertakes the first few evaluations in order that strengths and weaknesses in the student's performance can be discussed and plans can be made to improve deficiencies. The rating sheets may be used only at 6 to 9-week intervals, however the coordinator will need to inquire about a student's progress on each of his regular coordination calls.

Students should also participate in evaluation, and periodically rate *themselves* on the same types of forms which the employer or training sponsor completes. Their self-evaluations may be compared with the training sponsor's evaluation and differences in ratings discussed. Some training sponsors may prefer to have the student present when the rating sheet is being completed. Otherwise, the training sponsor should be encouraged to review job progress with the student periodically in order that each understands the other's expectations and so that they can work together for the student's optimal occupational development.

One of the most important steps in evaluation is the teacher-coordinator's follow-up interview with the student. Recognition of achievement is a significant source of motivation for the student to continue doing good work. Knowledge of deficiencies is essential before the student can seek to improve his performance.

COMPLYING WITH LABOR LAWS

An infringement of labor laws is certain to give cooperative vocational education a poor image. The coordinator is expected to know the local, State and Federal labor regulations that apply to students and the training stations where they are placed. It is not the function of the coordinator to serve as a law enforcement officer, but he is morally responsible and expected to inform participating employers when they are unknowingly violating regulations. If an employer refrains from complying with the law the coordinator should discontinue the cooperative arrangement and seek another training station for the student. Problems of violations of labor laws are best avoided by selecting suitable training stations and by drawing up a written training agreement which specifies conditions that insure compliance with regulations.

Federal Labor Laws

The Fair Labor Standards Act provides minimum wage and overtime standards, requires equal pay for equal work regardless of sex, and contains certain child labor standards. Coordinators and supervisors of cooperative vocational education should contact the regional office of the Wage and Hours and Public Contracts Division of the U. S. Department of Labor, 219 South Dearborn St., Chicago, Illinois 60604, to obtain up-to-date information on provisions and requirements and to get assistance in determining the application of the law to the employment of students.

This Federal "Wage and Hour Law" applies to workers engaged in interstate or foreign commerce, or in the production of goods for such commerce, and to employees in certain enterprises so engaged. A large portion of the students in cooperative vocational education are in occupations covered by the Act. An employer is expected to know if the Federal Wage and Hour Law applies to his employees; however, the teacher-coordinator, even though he is not legally responsible, should know which occupations and types of enterprises are covered by the law and make certain the law is not violated in the employment of students.

Wages. The minimum wage rate for employment is covered by the Fair Labor Standards Act. The law requires not less than time and one-half for all hours worked in excess of 40 per week, except in the case of agricultural workers. Students, unless exempt, are subject to the minimum wage and equal pay provision.

Special Minimum Wages. Most employers pay cooperative vocational education students not less than statutory minimum for their on-the-job training and have not found it necessary to apply for the special student-learner minimum wage rates. When exceptions are requested, they are not approved if

1. The occupation does not require a sufficient degree of skill to necessitate a substantial learning period.
2. Another worker is displaced.
3. Wage rates or working standards of experienced workers would be depressed.
4. The occupational needs of the community or industry do not warrant the training of students at less than the statutory minimum.
5. There are serious outstanding violations of the Fair Labor Standards Act.
6. The number of students at certificate rates is more than a small proportion of the establishment's working force.

Special minimum wage certificates for students contain certain age, wage, hours, and record keeping requirements. See Appendix K, L and M.

1. Age: At least 16
2. Wage: Not less than 75 percent of the statutory minimum
3. Hours: In general, the hours of work permitted at certificate rates plus the hours of school instruction (not including study hall, homeroom and activity periods with no academic credit) may not exceed 40 hours a week. If school is not in session, such hours of employment training may not exceed 8 a day or 40 a week.
4. Records: Each student paid certificate rates, and his occupation and rate of pay should be identified in the payroll records, which should also note when additional hours are worked at certificate rates because school was not in session. The application should be retained for 3 years.
5. Application: An application for a special minimum wage certificate is filed for each student with the regional office of the Wage and Hours and Public Contracts Division, 219 S. Dearborn, Chicago, Illinois 60604. It is signed jointly by the employer, a school official, and the student. Among other things, it gives information on the employment training and related school instruction to be provided, the certificate rates needed and for what period of time, and the age of the student.

Age. The following minimum ages are applicable to the employment of young people, unless special permission has been obtained to operate a pilot program:

16 years is generally the minimum age for employment in any occupation other than those nonagricultural occupations declared hazardous by the Secretary of Labor;

18 years is the minimum age for employment in nonagricultural hazardous occupations;

14 and 15-year-old minors may be employed in a variety of nonmanufacturing and nonhazardous occupations outside school hours for limited daily and weekly hours, but not before 7 a.m. or after 7 p.m. (9 p.m. June 1 through Labor Day);

16 years is the minimum age for employment in agriculture during school hours and in hazardous agricultural occupations at any time, unless an exemption applies.

It is strongly recommended that teacher-coordinators require all student-learners to obtain proof of age certificates as evidence of their birth date to provide protection for the training station. These may be obtained from

State of Illinois
Department of Public health
Vital Records
535 West Jefferson
Springfield, Illinois 62706

Student-learners and hazardous occupations orders. Seven of the nonagricultural Hazardous Occupations Orders exempt student-learners from the 18-year minimum age requirement. The purpose of these exemptions is to prevent the curtailment of employment opportunities for 16- and 17-year-olds in those occupations which need a substantial number of hours of training time.

A student-learner is a minor at least 16 years of age who is enrolled in a course of study and training in a Cooperative Vocational Training program under a recognized State or local educational authority or a substantially similar program conducted by a private school.

There are no exemptions for student-learners as such in the other nonagricultural Hazardous Occupations Orders.

In order to enjoy the benefits of the exemptions from these seven Hazardous Occupations Order, the employer and the vocational school coordinator must prepare a written agreement in duplicate which describes the type of training to be provided in terms of progressive work processes to be performed. This agreement shall explain the types of supervision given, particularly in the occupation or occupations declared hazardous, and how safety training on the job is coordinated with that provided by the school. Signed copies of this agreement are to be kept on file by the employer and the school.

In general, experience indicated that the intent of these conditions and their interpretation have caused few problems either for the employers or the schools. Occasionally, however, questions have been raised about forms on which the agreement is to be prepared, as well as the meaning of some of the criteria to be met.

The written agreement may be in any form agreeable to the parties involved. Plain paper or letterhead stationery is perfectly satisfactory. The important consideration is to be sure the arrangements worked out reflect the spirit of the exemption as well as the letter of the law. If upon investigation it is found that the conditions are not being met, the exemption may be revoked.

The conditions for these exemptions, which were developed jointly by the U. S. Office of Education and the U. S. Department of Labor, are for the primary purpose of protecting student-learners from the dangers involved in the various hazardous occupations in which they may be employed on occasion as part of their overall training. Precise definitions of some of these conditions were purposely avoided in order to make the program as flexible as possible.

It was felt that the employer and the school coordinator were the persons best able to judge, on the basis of individual situations, what these conditions mean. For instance, "under the direct and close supervision of a qualified person" would be quite different with regard to a boy who was just starting to learn how to operate a circular saw as part of his training from what it would be when the boy was ready to graduate.

On the other hand, the condition that states "the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training" does have a precise meaning. It means that a student-learner cannot work full time in just the hazardous occupations involved in the training course, but that his training program must be well rounded with work in the hazardous occupations necessary only occasionally and for short periods of time.

The requirements for executives are described in detail in the *Child Labor Bulletin, No. 101*, available from

Wage and Hour and Public Contracts Division
219 South Dearborn Street
Chicago, Illinois 60604

Difference between wage and age exemptions for student-learners. The chart below highlights the important differences in the requirements of the two types of exemptions available under the cooperative vocational education program for student-learners. One concerns special minimum wages, the other, age exemptions. Either exemption may apply independently of the other, or both may apply.

Requirements	**Special Minimum Wage**	**Age Exemption from Non-agricultural Hazardous Occupations Orders**
Certificate	Individual student-learner certificates issued by WHPC.	Not required
Written agreement	Statement outlining vocational training program must be included in application, to be signed by the employer, the appropriate school official, and the student-learner. Employer copy of application must be on file.	Written agreement specifying conditions must be signed by employer and school and be kept on file by both employer and school.
Wages and Hours	As specified by certificate and in accordance with Reg. 520.6 which provide, among other things, a limitation on rate of pay and number of hours that may be worked.	Work in hazardous occupations must be incidental to training, intermittent, and for short periods of time, and under direct and close supervision of a qualified and experienced person.
Safety instruction	No provision	Safety instruction must be given by the school and correlated by the employer with on-the-job training.

Age	At least 16 years	16 and 17 only.
Enrollment	Enrollment in a bona fide cooperative vocational training program accredited by a recognized State or local educational authority.	Same as under Special Minimum Wage or in a course of study in a substantially similar program conducted by a private school.
Applicability after graduation	Certificates not valid following graduation	Minors who graduate from high school before reaching 18 may continue to be employed in occupations in which they have completed their training as student-learners.

State Labor Laws

Illinois also has a child labor law and the teacher-coordinator should keep up-to-date copies of these regulations available and know how they apply to students. State laws have similar regulations to Federal laws and usually cover all occupations. Again, there are conditions which the coordinator would need to verify. State standards may differ from those in the Fair Labor Standards Act, in which cases the higher standard must be observed. The State Department of Labor can provide information on State laws, at 165 North Canal, Chicago, Illinois 60604 or 103 State Office Building, Springfield, Illinois 62706.

LICENSURE, CERTIFICATION, AND REGISTRATION LAWS IN HEALTH OCCUPATIONS

Techniques for the regulation of workers in health occupations have been developed and administered, either by appropriate professional organizations or by legally constituted authority in the respective States, as a means to safeguarding the public against unqualified and/or unscrupulous persons. Therefore, regulatory procedures such as licensure, certification and/or registration in certain of the health occupations have been established.

Licensure

Under the authority of a State, laws are enacted setting forth the minimum qualifications for persons and the standards to be met for practicing in an occupation. All physicians, nurses, dental hygienists, and a growing number of paramedical personnel representing these groups have sought and helped to establish State laws for licensing practitioners in their fields. They have also found that mandatory regulations of these occupations under State licensure laws best serves the public interest. Employers, too, have come to rely upon the legal licensing agency for assurance that a practitioner is qualified in his field.

In Illinois the regulatory agency for licensure is the State Department of Registration and Education.

Certification

Professional societies endeavor to improve the quality of services provided by supportive personnel in health fields through voluntary certification of individual workers. Standards pertaining to education, experience, and personal qualifications are determined by the professional society, usually in cooperation with the auxiliary group that is subject to the certification procedure. Applicants wishing to become certified under these standards must make application to the certifying board of the association and comply with the certification of standards.

Registration

The term registration is used by certain occupational groups interchangeably with either the term licensure or certification. An example is "registered'. nurse. A "registered" medical librarian is certified by and registered with her professional association. Registration may be interpreted in specific instances by placing after it (1) when "licensure" applies or (c) when "certification" applies.

REGISTRATION LAWS IN BEAUTY CULTURE

If the school is considering working in the area of beauty culture or is planning to go into a contractual agreement with the beauty school, it is imperative that the local school contact the Department of Registration and Education, 628 East Adams Street, Springfield, Illinois. This is needed to see if the school in question will meet the needs of that many students. Since licensing is important in this occupation, this should be considered before attempting to start new programs.

All student-learners in beauty culture programs are required to register with the Department of Registration and Education, Springfield, Illinois. An apprentice license will then be issued which must be kept in good standing until the required period of apprenticeship is fulfilled. Minimum age for issuing a license is 16 years.

Licensed beauty culture apprentices in Cooperative Vocational Education receiving training in a registered beauty shop must establish that they have completed the specified number of hours during the entire period of their apprenticeship before they are eligible to register for the State examination. It is wise to check with the Department of Registration and Education on the number of hours.

UNEMPLOYMENT TAX

If the employer has three employees on at least one day of each of twenty or more calendar weeks in a calendar year and takes on a student-learner in addition, this student-learner will count as the fourth employee and the employer automatically becomes liable for the Federal Unemployment Tax feature of the Social Security Legislation.

If the employer has two employees and takes on a student-learner in addition, this student-learner will not count as the third employee if the student-learner is a minor (males under 21, females under 18) when principal occupation is as a student actually in attendance at a public or private school, unless taxes with respect to such services are voluntarily paid under the Federal Unemployment Tax Act.

INSURANCE COVERAGE FOR STUDENT-LEARNERS

The brief statements which follow are intended to answer the often-asked question of insurance for student-learners.

1. The student-learner is a bona fide employee and therefore must be covered by insurance.

2. Private insurance companies are not required to insure all persons sixteen years of age or over.

3. Any employer desiring insurance on an employee, but who cannot be accepted by a private insurance company, may receive such coverage by applying to the Workmen's Compensation Assigned Risk Plan which is administered by the State Industrial Commission, 160 North LaSalle Street, Chicago, Illinois 60601.

COOPERATION WITH OTHER AGENCIES

The 1968 Vocational Education Amendments strongly encourage cooperative planning among the public educational institutions and other agencies in facilitating the vocational preparation of all individuals. Since the early 1960's anti-poverty programs and various other attempts to provide occupational preparation have been instigated by a number of agencies under local, State and Federal government programs, as well as by private and voluntary service groups. There are many services and training opportunities for the disadvantaged, the handicapped, the unemployed and others who were unable to qualify for adequate income jobs. Coordination and cooperative planning among these agencies and the school are necessary to insure that the most important needs are met in the most efficient ways.

With the increasing number of government jobs and the opportunities for employment in public service occupations there is a great need to train young people for public service jobs. Whereas in the past participating employers in cooperative vocational education were almost entirely in private industry, schools are now encouraged to develop new programs to train individuals for public service occupations. Agencies such as the following may participate in cooperative vocational education to prepare individuals for careers in public service:

1. Public schools, libraries, parks, recreation centers, hospitals and other local government sponsored services
2. Agriculture services such as food inspection, experimental farming and reporting services
3. Conservation services
4. Public employment services
5. Health services
6. Correctional institutions
7. Public welfare services for the handicapped, the aged and for indigent welfare groups

The examples given are only a few of the many opportunities for participation of public employers. The occupations could be in office work, in maintenance, in personal contact, or in assisting specialists in some of the agencies. Many young people are interested in social service careers and the need for young workers in these fields will continue to grow. Individuals who are members of minority groups or who have lived in ghetto areas may be particularly qualified and interested in working with welfare agencies in their communities.

SUMMARY

With few exceptions, teacher-coordinators claim that employers are sincerely interested in cooperative vocational education and willing to carry out their responsibilities in the program once they have committed themselves to it. Most of the problems concerning their inadequacy in providing the proper learning environment for students that do arise stem from misunderstandings due to their having inadequate information. Coordinators are hard pressed to communicate relatively large amounts of information about the program and their students in the time allotted to them for coordination work.

Good coordinators agree that it usually takes several years to develop a first-rate training station. In response to this condition many of them carry on a carefully planned educational campaign among cooperating employers. They use a checklist of essential information which they direct individually to each employer in well-calculated measures over a period of time. Between calls on regular cooperating employers they call on potential training stations in an attempt to develop a reserve for worthy student applicants.

Chapter VIII

ESSENTIAL ELEMENTS OF THE COOPERATIVE PLAN

Cooperative vocational education is an interdependent combination of vocation instruction and regular part-time employment in work related to that instruction and to the student's career objective. Employment under this arrangement is conceived to be an extension of in-school instruction. It is a method of instruction which uses the laboratory experience of a real-life setting to make the instruction relevant.

A cooperative vocational education program, therefore, is designed to serve an educational or training objective. Students participate in cooperative vocational education because they need to acquire qualifications for employment. For them, it is realistic career preparation.

Indepth instruction in an occupational area makes it necessary that a specific class be made up of students with objectives in related occupational areas or in occupational clusters such as industrial oriented; health; applied biological and agricultural; business, marketing, and management; and personal and public service occupations. It is advisable that the courses within these occupational areas be further specialized whenever possible. The teacher-coordinator with substantive education in depth and experience in a specialized occupational area for which students are preparing is able to conduct a more thorough instructional program.

Administratively, all cooperative vocational education operates alike. There is provision for enrollment of students on the basis of career objectives, placement for on-the-job training in an occupation related to his career objective on a basis which alternates that training with related instruction and required courses in school. Differences lie in the grouping of students with similar career interests and aptitudes for instruction by a teacher-coordinator qualified in the occupational area.

It has been said that cooperative education represents a "sleeping giant" in vocational education. The resources and environment for further development are now self-evident. Congress has made cooperative education a priority in vocational education; a new sense of social responsibility exists in the business and industrial community; youth want "relevant" education. In this period of great expectations, vocational educators have a unique opportunity to extend the range of vocational education through cooperative vocational education.

Actually, cooperative education is only one plan through which vocational competencies can be developed. If the cooperative plan is to be effectively implemented, the following essential elements are worthy of serious consideration and have been discussed in previous sections of this publication.

Listed below are the essential elements which have been discussed in previous sections of this publication.

ESSENTIAL ELEMENT	CHAPTER
Written training agreements and individual student training plans have been carefully developed and agreed upon by the employer, training sponsor, student, and coordinator.	7
The on-the-job training is supervised by a training sponsor who has been carefully prepared for his role by the teacher-coordinator.	7
Services of occupationally aware guidance and teaching personnel are utilized in advising students concerning career choices and planning.	4
Each student has a realistic career objective of which his present instructional program is an integral part.	2

Students are selected by the teacher-coordinator on the basis of need, interest, and ability to profit from the instruction.	4
The vocationally oriented classroom phase of the cooperative program is taught by a vocational competent staff person.	6
The instructional program is confirmed or changed by periodic analysis of the occupations for which the cooperative plan is being utilized.	4
An advisory committee, including representatives from business, labor, and education advises and assists in planning, developing, and implementing the cooperative plan.	4
A youth organization is effectively developed and recognized as co-curricular phase of the instruction phase of the program.	6
Training stations comply with all State and federal laws regarding employment practices.	7
Students receive pay for work performed and credit toward graduation for the on-the-job instruction phase of the program.	2

The following elements will be presented in this chapter:

1. Well qualified and highly dedicated staff

2. Adequate time is provided to coordinate the classroom instruction and the supervised on-the-job training (one-half hour per student per week)

3. Adequate facilities, equipment and materials to provide instruction related to the student on-the-job experiences and career goal

4. Enrollment in the vocationally oriented phase of the cooperative program is determined by availability of adequate classroom facilities and teacher-coordinator time to provide individualized instruction

5. The classroom instruction phase of the cooperative program which correlates with the on-the-job training, is preceded by a program of well planned courses which are designed to assist in the occupational preparation of the student

6. Home visitations and/or parental conferences are an integral part of the job of the teacher-coordinator to assist him in the total development of each student-learner

7. Follow-up studies are conducted regularly and the results of the studies are utilized to improve the program

8. The teacher-coordinator is provided with an extended contract to enable him to develop training station personnel, conduct follow-up studies, make home visitations, develop training plans, up-date program records, and other program development activities.

WELL QUALIFIED AND HIGHLY DEDICATED STAFF

The single most important factor in providing good cooperative vocational education is the staff which operates the program. The competencies needed by staff members in cooperative vocational education are derived from an analysis of the tasks they perform in their positions. A systematic approach to filling a position is to adequately describe the job and then determine what competencies are needed. Although each position will vary with different programs, there are some similarities in several job descriptions of cooperative vocational education positions.

Job Description of a Teacher-Coordinator

A teacher-coordinator for a cooperative vocational education program is usually given the total responsibility for directing the on-the-job training and related instruction of a group of students. The duties and tasks performed by the teacher-coordinator are listed in Chapter II pages 7 to 10.

This job description is some indication of the competencies needed by a teacher-coordinator. In addition to being competent in teaching the areas for which he is preparing students, he must be able to coordinate and perform the many tasks outlined in Chapter II and to enlist the cooperation of others in carrying out the program objectives.

Job Description of Related Subjects Teachers

In some cases other teachers may engage in related vocational instruction such as agriculture, automotive shop, clothing construction, office procedures and salesmanship to students who are in cooperative vocational education. Their job description is similar to correlating classroom instruction with on-the-job instruction in the teacher-coordinator's job description with primary emphasis on planning instruction, assembling instructional materials, teaching classes, directing individual projects and study, and evaluating learning outcomes. They work closely with the coordinator in determining the learning needs of students.

Related subjects teachers also must be competent in the occupational field for which they are preparing students. Teaching the related instruction for cooperative vocational education, students may be only a part of their total job assignment. They may teach other classes in their subject matter field to students not enrolled for cooperative vocational education. Special preparation may be needed by teachers dealing with the disadvantaged.

Job Description of a Full-Time Coordinator

The full-time coordinator's position includes all of the duties of a teacher-coordinator, except teaching related classes. A full-time coordinator needs competencies in determining what the related instructional program should be for individual students.

Staff Members Competencies

The job description for a teacher-coordinator position is a guide in determining minimum standards for evaluating staff member competencies. The State Board of Vocational Education has established minimum requirements for cooperative vocational education staff members; however, a local school may need more explicit criteria for evaluating the competence of potential or currently employed staff members.

Employment Experience

A minimum number of hours of experience in the occupational fields is recommended to be approved. The minimum number of hours is 2000, or one year. In addition to the quantity of employment in an occupational field, consideration should be given to the quality, variety and recency of the experience. A directed experience of shorter duration, which provides opportunities to examine occupations in terms of training needs and job problems, may be more valuable than many years of occupational experience obtained prior to having a vocational teaching objective. The occupational experience requirements are likely to vary with different programs and occupational groups to be served.

Occupational experience is evaluated in terms of its relationship to the occupations to be taught. A series of part-time jobs in entry-level positions might satisfy the hour requirements but not provide the teacher with needed occupational competence to train students for adjustment and advancement in the field. Supervisory experience is particularly valuable because, presumably, the individual has demonstrated ability to supervise the work of others and has some insight into positions beyond the entry level.

Usually students preparing for an occupational field should receive training jobs. Thus it is important that the teacher's occupational experience contain enough variety to help him conceive the needed vocational capabilities for a variety of positions within the field and for clusters of competencies which are common among different occupations and jobs. Variety may have been achieved through a person having been employed in several different types of positions or having held one position with a variety of job duties or tasks performed.

The rapid changes in occupations and in business and industrial practice make it necessary to evaluate occupational experience in terms of recency. There is a growing trend to request that vocational teachers obtain additional occupational experience periodically to keep abreast of change and to maintain instruction which is relevant to the occupations students will enter.

Technical and Professional Education. State standards specify a minimum number of courses or college credits in the technical content area for the occupational field. These minimums vary among vocational fields and the various educational levels at which the cooperative vocational education is offered. Usually the technical course requirements will be approximately 12 to 18 semester hours; again the quality and the relevancy of the courses to the occupational field to be taught is an important consideration. In addition to technical courses directly related to an occupational field, such courses as economics, industrial relations, occupational sociology and vocational psychology are valuable in preparing cooperative vocational education personnel for all occupational fields. Community college teacher-coordinators are expected to have more depth in technical course work than secondary school personnel.

Teacher-coordinators in secondary school cooperative vocational education programs usually are required to enroll in Professional Education courses taken by all secondary school teachers. These commonly include courses in educational psychology, teaching methods, tests and measurements, and secondary school student teaching. Post-secondary teacher-coordinators are not always required to meet professional course requirements. Bulletin No. 160, Circular Series A, which is issued by the Office of the Superintendent of Public Instruction and entitled The Illinois Program for Evaluation, Supervision, and Recognition of Schools, contains a partial listing of technical and professional education requirements.

Professional Competency. The Division of Vocational and Technical Education strongly recommends that preparation of instructional materials, method and techniques of instruction in special areas. To assist in the preparation of cooperative vocational education personnel, pre-service and in-service teacher education programs offer the following courses:

1. Organization and Administration of Cooperative Vocational Education
2. Coordination Techniques
3. Issued & Principles of Occupational Education
4. Directed Occupational Experience
5. Teaching Methods in Cooperative Vocational Education (specific to occupational field to be taught).
6. Individualizing Instruction

7. Occupational Analysis and Course Construction

8. Vocational Guidance

9. Adult, Post-Secondary other Specialized Courses (as appropriate for a position)

Minimum Requirements. Division of Vocational Education, Bulletin No. 4, includes the following:

1. Compliance with Legal, Governmental and Professional Requirements, For those occupations in which employment or training is regulated by law or licensure, such laws and licensing requirements shall take precedence over professional competency and employment experience requirements.

2. In-Service. Instructors shall participate in relevant workshops and seminars sponsored by the State Board in order to reinforce their professional competencies.

3. Alternate Qualifications. An applicant for the position of instructor who possesses a deficiency in any of the above qualifications except Professional Education and Compliance with Legal, Governmental and Professional Requirements may be granted annual approval on the basis of the recommendation by the local chief school administrator and shall be justified as a part of the local education agency's One and Five Year Plan for Vocational-Technical Education.

Personal Characteristics. The qualified cooperative vocational education teacher-coordinator should possess the physical stamina, emotional stability and personal traits which are necessary in order to organize the resources of the school and the employment community in preparing students for occupations. The following traits and habits of the teacher-coordinator are considered essential to effective program operation:

1. Pleasing, neat appearance

2. Warm, outgoing personality

3. Strong commitment to helping young people

4. Systematic and orderly habits in organizing work

5. Self-confidence and positive attitude in dealing with problems

6. Good judgment

7. Empathy with students, employers and others

8. Self-motivation and an untiring worker

The coordinator must be the kind of person who relates well with students, employers, parents, other faculty members, administrators, and interested people in the community in order to enlist their cooperation and help. The time and efforts of individuals who have the necessary qualifications are also in great demand by business, industry and other institutions and government agencies. Salaries must be adequate to attract to cooperative vocational education positions individuals with the capabilities which the positions require. The teacher-coordinator is the key factor in the success of a cooperative vocational education program.

ADEQUATE COORDINATION TIME

Adequate time should be provided to coordinate the classroom instruction and the supervised on-the-job training. The usual patterns and formulas for determining the adequacy of staff for general education programs in the school are not likely to apply to cooperative vocational education programs. In fact, the work loads and the staffing patterns for cooperative vocational education positions will vary among schools depending on the following factors:

1. Number and characteristics of students to be served
2. Number and diversity of occupations to be taught
3. Number and characteristics of participating firms
4. Size and location of the school district and the employment community
5. Supporting staff within the school (e.g. guidance personnel, related vocational subjects, teachers and special education staff)

Staffing Patterns

Vocational Education Department. Many large schools have a department or division of vocational education with a director who supervises the total vocational education program. Within that framework the usual pattern is to have teacher-coordinators for each type of program. Each coordinator may be responsible for the related classroom instruction, the youth organization, and supervision of on-the-job training for up to thirty students. He may also teach related pre-employment classes for the occupational area in which he coordinates cooperative education. Although it is generally recommended that the same individual teach the related class and coordinate the on-the-job training, it is possible to have coordinators whose primary responsibility is placement and follow-up if there are other vocationally qualified teachers to provide related vocational instruction.

Comprehensive Cooperative Vocational Education Program. In some school systems, where there are a large number of individual classes of cooperative vocational education students and a variety of programs, it is advisable to have a supervisor of cooperative vocational education. The supervision and coordination of a comprehensive program is necessary to facilitate consistent policies and practices among vocational fields and to maintain correspondence between program development and training needs.

Small School Staffing. In smaller schools one or two teacher-coordinators for all occupational fields may be adequate. For a very small school it may be possible for one teacher-coordinator to serve students in several occupational fields; however, the teacher-coordinator should then be qualified in these several occupational fields or there should be vocationally qualified teachers in the school to provide occupationally related instruction. In rural communities where the number of students in any one occupational field is very limited, it may be advisable to employ one teacher-coordinator to serve two or more schools. The advantages of occupationally similar grouping, which have been mentioned in other parts of this guide book, should be carefully considered in determining a staffing pattern for a school.

Joint Agreements. Individual school districts may sign agreements with one or more neighboring districts to provide a more comprehensive vocational education program for the students in the districts involved. Such agreements allow the schools to claim the funding factor for Special Organization.

Work Load Determination

Teacher-Coordinator. The responsibilities of a cooperative vocational education teacher-coordinator cannot be equated with those of regular classroom teachers. The coordination of on-the-job training with classroom instruction requires a minimum of one-half hour per student per week. If a teacher-coordinator has twenty-five cooperative education students, which is an average size class, his weekly work load might be similar to the following:

2–3 hours of related classes per day	10–15 hours
1–2 hours of preparation per day and individual student contacts in school	5–10 hours
3 hours of coordination per day (employer or training station contacts)	15 hours
	Total 30–40 hours per week

The example given does not take into account the variances in student needs or community characteristics which may require that the coordinator spend more time in individual student or employing firm contacts. One-half hour per student per week for coordination is recommended with the assumption that each training station should be visited on the average of once every two weeks and the objective of the call can normally be achieved in one-half hour. Some coordination calls may take 15 minutes; others may take several hours. When the employment community is geographically large, or widely dispersed, or not in close proximity to the school, more time is required to get to and from the firm which employ students.

Coordinator Work Load. For positions in which the coordinator does not teach the related classes, the amount of time for coordination would be nearly the same – one-half hour per student per week. The coordinator who does not have classroom contact with students will likely have to spend more time in individual student contact and working with related vocational classroom teachers to correlate classroom instruction with on-the-job training. A typical weekly work load for coordinator who does not teach the related class may be as follows:

For fifty students

5 hours of coordination per day	25 hours
1–2 hours of individual student and related class teacher contact	5–10 hours
	Total 30–35 hours per week

An individual school administration is sometimes tempted to relax standards in order to serve large numbers of students at the expense of not providing adequate occupational preparation or even losing the services of a coordinator who wants to do a good job. The determination of work load should be carefully considered in relation to the program purposes. In order to prepare individuals effectively for occupational adjustment and advancement, those who direct the learning must have adequate time to coordinate the on-the-job training and related vocational instruction.

ADEQUATE FACILITIES, EQUIPMENT, AND MATERIALS

The following two essential elements deserve special consideration in planning and implmenting vocational programs using the cooperative plan.

1. Adequate facilities, equipment and materials to provide instruction related to the student on-the-job experiences and career goal.

2. Enrollment in the vocationally oriented phase of the cooperative program is determined by availability of adequate classroom facilities and teacher-coordinator time to provide individualized instruction.

Some school administrators and teachers may be under the impression that in cooperative vocational education the employers supply all the necessary facilities and equipment and that financial outlay for this purpose should be virtually nil; this is far from the truth. In fact, a poorly equipped and improperly located classroom may be more conspicuous in cooperative education than in other educational plans because of the close relationship between the school and the community. Also, students who come in contact with the latest machines and materials are more conscious of an outmoded school environment than are regular students.

When making decisions concerning facilities and equipment, program-planners should keep in mind the following conditions under which cooperative vocational education operates: (1) the purpose of the program is to help students bridge the gap between school and work life, hence an occupational atmostphere is essential, (2) communication with employers and the community should be made as easy as possible, and (3) each student really has a curriculum of his own and needs individual counseling and individual instructional materials.

Determining the Location of the Classroom and Coordinator's Office

Easy access to the coordinator's office and classroom for the students, employers and resource visitors is an important consideration in locating cooperative vocational education facilities for several reasons. Most important of these is the fact that there is considerable coming and going by these people and by the coordinator himself, so location near an entrance reduces inconveniences and minimizes the disturbance caused by this traffic. The coordinator's office should adjoin the classroom but also have a corridor entrance so it can be entered without having to go through the classroom. It is usually desirable to have all of the classrooms, laboratories or shops, and offices for cooperative vocational education in the same general location of the discipline it represents.

Equipping the Coordinator's Office

There are many duties associated with the coordinator's job that are not common to most teaching positions; therefore, it is necessary for the coordinator (teacher-coordinator) to have adequate facilities and equipment to fulfill his numerous administrative and counseling responsibilities. In addition to the usual reports and records, he has responsibility for participating in the selection of students, supervising the cooperative occupational experience, making periodic follow-up studies and sponsoring a youth organization. Sometimes his office is used for conferences with employers or parents, or both; and it is frequently used to discuss confidential matters with students and staff members.

The many uses of the coordinator's office call to mind the following considerations:

1. Adequate space to insure comfortable seating and good communication for three or four people – more if possible
2. Provisions for maintaining the privacy of confidential matters with visibility of the classroom
3. A telephone with connections for outside calls
4. Ample filing equipment
5. Appropriate desk space and a typewriter
6. Some storage space for audio-visual equipment and book shelves as needed.

Furnishing the Classroom

The primary purpose of the cooperative vocational education classroom is instruction, but it usually serves a number of other purposes. For example, it may be used as a laboratory, a study center, a counseling materials resource center, a meeting place for vocational youth organization groups and outside advisory groups, or an adult evening school classroom. If a separate facility is not provided, it may be used as a materials production room, a display workshop and a storage room, and careful consideration should be given to the flexibility of use of the equipment.

Psychological Values of a Good Learning Environment. There are a number of psychological values of good facilities which pay dividends in addition to the primary purpose. One of these is their advertising value among students and potential program supporters. Students are frequently attracted to an occupational education program because the environment where the instruction is given appeals to them. For example, many students, either consciously or unconsciously, are looking for a very practical education; they observe an attractive cooperative education facility, sense its purpose and explore the possibilities in terms of their needs. Adult evening school students, PTA members and school visitors may be attracted by the facility and pass the work along to prospective students.

Good facilities have a pronounced psychological effect on the cooperative students themselves. Most of them take pride in an attractive room and identify with it – to some it may be a home away from home. Students learn better in a meaningful environment; they may also learn better on their jobs because of the similarity in atmosphere and activities. There are but a few of the psychological values of good facilities which contribute to effective instruction.

Educational Rationale for Proper Classroom Equipment. Part of the rationale underlying ample investment in facilities and equipment concerns the need of teenagers for physical activity. Most of them like to work, at least partly, for this reason. Likewise a large number of them dislike being in school unless they are engaged in interesting activities of a learn-by-doing type. Such activities require good facilities and equipment. They facilitate motivation to learn.

A second, and perhaps stronger argument, deals with the application of learning. Most educators accept the proposition that the classroom is the center of cooperative vocational education learning and that the jobs serves as a work experience laboratory. This may not be a completely accurate statement of what takes place in reality, but it is generally true. If we accept this concept the school must provide up-to-date facilities and equipment to teach the principles adequately so that they may be applied in the real work environment. The job is very seldom a place to experiment; the employer usually has too much at stake to permit this on a large scale. There is another good reason for learning the skills at school whenever possible and that is the fact that there is seldom time for the novice to explore alternatives on the job. Usually he needs to think things through ahead of time, and in many cases practice them in a simulated situation, before trying them out in real-life employment. Persistent failure has a way of dulling enthusiasm.

Common Classroom Equipment. Cooperative vocational education classrooms usually reflect the atmosphere of the occupational field(s) they represent; however, there are a number of features in common. Most of them have a sink and a mirror – the sink to save time and trouble in clean-up and the mirror to help save jobs by emphasizing personal appearance. They also have tables and chairs which are easily movable rather than chairs with arms for writing. (Trapezoid shaped table tops have met with great favor because of the many possible groupings and arrangements). No *reputable* program is without facilities for storing each student's individual study materials because no teacher will continue to direct individual study very long without this type of provision. In addition, all classrooms should provide for a simulated job environment that is suitable for practice or drill and for important role-playing assignments.

Mention should be made of the importance of good facilities for a variety of discussion techniques. Perhaps more than other educational systems, cooperative vocational education utilizes problem-solving discussion devices such as conference leading, forums, symposiums, panel discussions and more than the normal amount of role-playing. Occupational adjustment competencies are frequently taught by these methods.

Common Instructional Equipment

Effective instruction in almost every school subject requires that students have access to supplemental instructional materials. In a cooperative vocational classroom a library of instructional materials is vital in keeping instructions attuned to the world of work and in aiding students in their progress toward their individual career goals. Because each student has individual needs, supplementary materials are needed that describe operations and products in various occupational areas. A cooperative vocational classroom should be equipped to handle the following:

1. Supplementary reference and occupational handbooks
2. Occupational guidance materials
3. Trade journals
4. Various information of Products and Services
5. Job operations information

Occupational Entry Job Requirements. An employer of office workers usually expects the beginning office employee to have a certain degree of skill in typewriting and possibly shorthand or machine transcription. The automotive repair firm may not want a beginning worker to use expensive equipment until the student has had some practice work in a school shop. The sales person may have to know how to sell before he can handle the problems of real customers in a store. In each occupational field there are some skills or attitudes which must be learned before the student can begin on-the-job instruction or before the real work environment can be used for application and practice. Therefore, it is desirable that the cooperative vocational education classroom be equipped to develop the occupational skills needed to enter the field. These facilities can also be used for pre-cooperative education classes and adult vocational education courses.

Achievement Level of Instruction. Cooperative vocational education is usually intended to prepare students for promotion and advancement and to reach their greatest potential. On-the-job training cannot always provide the time or the use of materials and equipment to develop high level skills. The purpose of the program should be considered in planning appropriate facilities. If the school is, in fact, training highly skilled technicians or for occupations which require considerable practice outside of the work environment, a more extensive facility is required. The beginning occupational experience combined with the related instruction is a well-equipped school facility should prepare students for occupations beyond the entry level.

PROGRAM DEVELOPMENTAL ACTIVITIES

Home visitations, parental conferences, follow-up studies, training plans, program records, and preparation of training station personnel are crucial, essential coordination activities. However, all too frequently the staff members are not provided with an extended contract so that they are able to do an adequate job. The following three essential elements in cooperative vocational education will yield rich educational dividends:

1. Home visitations and/or parental conferences are an integral part of the job of the teacher-coordinator to assist him in the total development of each student-learner.

2. Follow-up studies are conducted regularly and the results of the studies are utilized to improve the program.

3. The teacher-coordinator is provided with an extended contract to enable him to develop training station personnel, select, orient and place students, conduct follow-up studies, make home visitations, develop training plans, up-date program records, and other program development activities.

The coordinator in cooperative vocational education does have many duties and responsibilities which require extra time, talent, and energies. The duties of a teacher-coordinator are found in Chapter II pages 7 to 10.

SUMMARY

No vocational education program requires as great a sensitivity to individual and community needs as cooperative vocational education. This requirement decrees carefully selected personnel with special talents and attitudes, who perform a surprising number of guidance and public relations functions in addition to their regular teaching assignments. Hence the first requisite of an effective and efficient program is good personnel with an administrative environment which allows sufficient freedom for them to function properly.

When planning and manning cooperative vocational education positions, decision-makers should keep in mind the important role of the coordinator in building and maintaining a favorable community image of the school and the program. Also to be kept in mind is the image of the program among the students enrolled and those of the student body as a whole. The program image held by both of these publics depends almost entirely on the program personnel, particularly on the teacher-coordinator. Fortunately or unfortunately, depending on one's viewpoint, the activities and behavior of cooperative vocational education personnel are highly visible. Both employers and students are highly sensitive to the competency and judgments of teacher-coordinators because of the unique nature of the interpersonal relations that exist. Unlike many teachers of other classes the cooperative vocational education teacher is by no means the ultimate authority in his occupational field and his teachings and actions are continuously being compared and contrasted with other parties in the cooperative arrangement.

In conclusion, the time and effort expended in planning and manning cooperative vocational education positions is, without doubt, the most critical of all program activities. Also, in light of the dynamic nature of the program, it is highly essential that every advantage be taken of opportunities to update and upgrade personnel through State department directed coordinators' conferences, in-service training institutes, workshops and other means.

Chapter IX

IMPROVING COOPERATIVE VOCATIONAL EDUCATION

The process of improving those vocational programs using the cooperative plan is an continual one. More than any other education strategy change is inherent in one or more of the component parts of the cooperative plan. Particular emphasis should be given to improving the following aspects of cooperative vocational education: (1) The Administrative structure, (2) Professional Development of staff, (3) Instructional Materials, and (4) Evaluation.

ADMINISTRATIVE STRUCTURE

The challenge of extending cooperative vocational education to more individuals and including preparation for additional types of occupations requires strong leadership.

Providing for Supervision—The impetus for improvement and growth of cooperative vocational education comes from an effective administrator at the local levels. The administrative structure should be organized to provide the resources, consultation, leadership, and coordination of efforts necessary to extend and improve vocational programs. This is vital to long-range planning and is imperative to the type of program development expected for cooperative vocational education.

Identifying Supervisory Personnel—The key to effective leadership is the appointment of qualified supervisory personnel. To be effective, they must be experts in cooperative vocational education and be able to work harmoniously with those whom they supervise and with the many individuals and groups who are involved in some way in the program. They must be leaders in vocational education who are well-informed on occupations, manpower needs, characteristics of student groups and communities, procedures for establishing new programs, and systems for planning and budgeting. It is essential that supervisors in cooperative vocational education be adept in identifying, enlisting and developing personnel who will be responsible for implementing programs.

The local supervisory tasks will vary with the size of the community and comprehensiveness of the program. The responsibility for local supervision of cooperative vocational education may be delegated to persons in several positions: (1) local school administrator, (2) local director of vocational education, (3) local supervisors of vocational program areas, or (4) local supervisor of cooperative vocational education. There is also the possibility of geographical area supervisors who serve a number of school districts. The major advantage of employing a special supervisor of cooperative vocational education is that efforts to develop a comprehensive program can be coordinated, and development focuses on programs that cut across traditional vocational areas.

Tasks of Local Supervisory Staff—The tasks of local supervisors include the following:

1. Advise Administration;
   new program development, selection of personnel, recommendations for facilities, budget priorities, statistical reports, research

2. Prepare comprehensive local plan;
   immediate and long-range plans, budget, applications

3. Establish policies and procedures;
   administration and operation

4. Maintain cooperative relationships:
   advisory committees, labor groups, trade and professional organizations, employment service, other government agencies, post-secondary institutions

5. Work with teacher-coordinators;
   curriculum development, organization of advisory committees, improvement of instruction, coordination of placements, communication of policies and procedures, research projects

6. Coordinate public relations;
   development of a program of planned publicity, maintenance of contacts with media, preparation of printed materials

7. Making effective use of services provided by Division of Vocational and Technical Education such as;
   developing and maintaining programs which serve local needs, planning and coordinating staff development programs, funding research and exemplary proposals, planning and coordinating programs involving more than one school district.

Planning a Staff Improvement Program—A major function of supervisory personnel is the development and improvement of personnel in cooperative vocational education. Programs which prepare individuals for occupational entry, adjustment, and advancement must be responsive to changes in manpower needs and to changes in the technology of jobs. It is a never-ending task to keep vocational instruction up-to-date and to help teacher-coordinators keep abreast of rapid changes in the world of work. If this necessity is to be met, supervisors must plan staff improvement programs whereby personnel are kept well-informed on new processes, practices, materials and training aids for the occupations to be taught.

New staff members need to be oriented to the objectives and practices of a program by their supervisors. A good supervisor makes certain that new personnel are made to feel a part of an organized team. Even though collegiate pre-service training is expected to prepare staff members for their roles, the policies, practices, and purposes of programs in local communities and individual schools vary to the extent that new personnel need assistance in the early stages of their work. Hence supervisors should conduct workshops and conferences for this purpose.

Changes in legislation and new directions for program development must be communicated periodically to teacher-coordinators. The 1968 legislation was intended to extend cooperative vocational education to more individuals and include preparation for occupational fields which heretofore have been neglected. State and local supervisors need to exercise strong leadership in stimulating local school personnel to initiate new programs and to adjust to changing community and individual personal vocational education needs.

In addition to workshops and group conferences, supervisors should be available for assistance to individual staff members. New staff members should not be expected to begin their positions without being able to consult an expert when critical questions arise. Many problems are avoided and early success achieved by having adequate supervision and consultant service for new personnel.

Administrative Patterns—Organization and administration at the local level is dependent to a large extent upon the size of the district. In the larger cities and multi-school districts where the demand on staff are greater, it is common to find vocational education administered through an administrative office. The vocational program is generally organized as a division or department within the school. At the other extreme, in those districts where there are only a few vocational teachers, the administration is likely to be carried out entirely by a teacher or by persons with other responsibilities. Thus, it is recommended that each district administers its vocational program in a way that it meets the desired outcome.

PROFESSIONAL DEVELOPMENT OF TEACHER-COORDINATORS

Professional development of the staff can be attained (1) through advanced courses and workshops conducted by teacher training institutions; (2) through State Department sponsored conferences, workshops, seminars, and individual consultations with staff members; (3) and through local school sponsored workshops and staff meetings. Each of the three approaches should be utilized to fulfill different needs for in service training

Advanced Courses—There are graduate level programs in the teacher training institutions for in-service vocational teachers to update and improve both their technical and professional competencies. These courses or programs are flexible and responsive to the needs of teachers seeking advanced work and up-dated training, without relaxing standards established for graduate level work. Summer school classes, intensive workshops, evening and Saturday classes, and extension courses are given in local areas to make it possible for in-service teachers to continue advanced work. If present cooperative vocational education personnel are to develop new programs for the disadvantaged and include training for additional occupations, they should take courses to prepare themselves for these new reponsibilities.

State Sponsored In-Service Activities—Many kinds of in-service training needs are being met through 2 to 3-day workshops and conferences, for which the State departments may require attendance. In addition to communicating State plan policies and recommended procedures to be followed, they are helpful in acquainting teacher-coordinators with new information, instructional materials and teaching ideas. There is much to be gained by providing opportunities for in-service personnel to exchange ideas and to explore common problems. Some of the purposes of in-service teacher education are also being achieved in one-day meetings held in convenient locations. State departments have provided the leadership and financial support to such programs. Teacher-coordinators in the field have played key roles in planning and conducting conferences.

There are individual in-service personnel with individual needs and problems which may be met best through individual assistance of a supervisor. The supervisor of cooperative vocational education may provide help in organizing advisory committees and sponsor development programs. These specific needs for in-service assistance should not be overlooked.

Local School In-Service Training—A local director of vocational education or a supervisor of cooperative vocational education is frequently the best person to conduct in-service training. He may be more aware of his staff needs and both his time and theirs can be more efficiently utilized if the in-service training takes place in local facilities. As programs are expanded and students are prepared for occupations which draw on the content of interrelated fields, it becomes increasingly important that members of a large staff learn to work together. There is also a great need for in-service training to orient counselors, administrators, and supporting faculty to their part in cooperative vocational education and in their contributions to pre-vocational preparation of students. Local in-service teacher education can be flexible and tailored to the needs of a particular school or community. Some schools have organized in-service programs in which the participants go out into the community for directed occupational experiences and employers are brought into the school for seminars and discussions to plan better programs of instruction for students.

State departments of vocational education encourage locally sponsored in-service programs and will provide resource leaders. Teachers are motivated to participate better when in-service programs are designed to suit their needs and adapted to their schedules.

INSTRUCTIONAL MATERIALS

One of the most pressing needs in cooperative vocational education is obtaining relevant and appropriate instructional materials. The teacher-coordinator's job is complicated by the fact that much of his valuable time has to be spent in locating and even writing instructional materials which are tailored to the vocational capabilities and competencies required in the occupations for which individual students are training.

Sources of Funds for Instructional Materials

The 1968 Vocational Amendments enabled the Illinois Board of Vocational and Technical Education to obtain Federal funds for the development of curriculum materials which will help the local teacher-coordinator. These funds may be obtained through contracting with the Professional and Curriculum Development Unit, Division of Vocational and Technical Education, and used (1) contract with specialists to develop curriculum materials for cooperative vocational education, (2) contract with school districts for the development of materials, and (3) to contract with teacher-coordinators or with individuals in business and industry or commercial publishers who are particularly well qualified to develop needed materials.

Teacher-coordinators, school districts and others are encouraged to participate in the much needed phase of Vocational Cooperative Education. Much needs to be done in (1) development of materials for individualizing instruction, (2) locating and applying quality instructional materials, (3) developing supplementary and reference materials, and (4) developing tapes and other types of audio visual aids.

PROVIDING FOR COOPERATIVE VOCATIONAL EDUCATION EVALUATION

The 1968 Act requires that State Plans contain provisions for periodic and continuous evaluations of local programs, services, and activities. Evaluations should be of sufficient extent and frequency to enable State boards to carry out their functions and fulfill the purposes of the Act. Local educational agencies must conduct their own periodic evaluations of the effectiveness of their programs as a part of the Three Phase Analytic Evaluation System for Vocational and Technical Education in the State of Illinois.

Establishing Evaluative Criteria

Appropriate well-stated measurable objectives and carefully thought out written policies and procedures facilitate the process of evaluation. A local educational institution or agency needs to evaluate in order to adjust programs, services and activities so that they will fulfill local program purposes. The Division of Vocational and Technical Education offers consultive services to local school districts establishing evaluative criteria for local cooperative programs.

Professional organizations, such as the American Vocational Association; accrediting associations, such as the National Society for Secondary School Evaluation; North Central Association and State research coordination units have evaluative criteria which may be useful in formulating criteria for evaluating cooperative vocational education. When a program is being evaluated, those whose work is being appraised should be involved in determining the criteria to be used in evaluation of the program. If they have a part in these activities, staff members are more likely to accept the evaluation and to strive for program improvement.

Formulating Evaluative Criteria

Programs are ultimately evaluated in terms of their effects on such factors as employment of graduates, student retention and drop-out rates, ratios of trained workers to available job openings, and job performance of those who received the training as compared to those who did not. It is necessary to describe and measure program characteristics, as well as student outcomes, in order to determine what combination of these factors achieve the desired program objectives. Presumably, there is a relationship between the presence of certain characteristics and outcomes, even though research is needed to verify this relationship.

Evaluating Outcomes. The following types of information should be considered in evaluating cooperative vocational education outcomes:

1. Number of students served by the program and the percentage of those not enrolled who could benefit if enrolled.
2. Number and distribution of occupations for which cooperative vocational education is available.

3. Follow-up data after graduation at one, three and five-year intervals
    a. retention in occupational field for which trained
    b. employment in related jobs
    c. additional education and training taken or needed
    d. unemployment history
    e. income, advancements, job duties
    f. number and nature of positions held since graduation
    g. where do former cooperative students live now
4. Impact of the program on drop-out and youth unemployment rates
5. Comparisons of labor market needs and number being trained in specific occupational fields
6. Evaluations by employers of the job performance of graduates as compared to other groups
7. Objective data derived from experimental or quasi-experimental research. (e.g., specific practices achieve certain outcomes?)

Evaluating Program Characteristics. Even though there is a lack of conclusive evidence to show the relationship of all recommended program characteristics to program objectives, and particularly student outcomes, the recommendations are usually based on the experiences of many practitioners who were successful in operating programs and who followed certain practices. Usually the following kinds of information are considered in evaluating characteristics:

1. Organization;
   methods of determining need for program, use of advisory committees, provisions for coordination and related instruction, student admission practices, schedule and school credit arrangements, cooperation with other agencies and institutions
2. Nature of offerings;
   basis for course determinations, relevance to occupational competency, adequacy for student needs, correlation with other subjects
3. Physical facilities;
   space and structure, amount and variety of equipment, similarity to work environment and current practice in work world, adaptability to program needs
4. Instructional staff;
   occupational experience, general educational background, technical and professional preparation, competencies, professional development and affiliations with organizations
5. Instructional activities;
   evidence of planning, relevance to student needs and abilities and to occupational application, balance of practical and theoretical instruction, attention to attitude development

6. Instructional materials;
   currency, relevancy, variety, and accessibility, adequacy of reference and individual study materials

7. Methods of evaluation;
   basis for evaluating students' performance, use of job performance criteria, use of follow-up studies, participation of employers and students in evaluation process.

The general characteristics listed are those which are felt to be important in evaluating all cooperative vocational education programs. Further steps must be taken in which the characteristics are described more specifically for certain types of programs and a set of standards agreed upon by those who conduct the evaluation.

Personnel in cooperative vocational education find it helpful to develop and utilize a form in evaluating the various aspects of the cooperative plan. One example of such form is the one published by The Center for Vocational and Technical Education. Figure 11 follows:

Figure 11

EVALUATION OF COOPERATIVE VOCATIONAL EDUCATION

The following questions may serve as the basis for evaluating the effectiveness of the various aspects of the program. The answers to these questions should reflect the quality of the program. The growth and development of the students enrolled as they study and work toward realistic vocational goals should be the primary concern in every phase of evaluation. A suggested evaluation guide follows;

The School

		Yes	No
1.	Does the cooperative education program provide for the full range of abilities of the student-trainees?	______	______
2.	Are the school administrators interested and involved in defining policies relating to the cooperative education program?	______	______
3.	Are the enrollment standards for the cooperative program realistic in relation to the vocational demands?	______	______
4.	Do the student personnel records contain information about the background, interest, potential, and achievement of the students enrolled?	______	______
5.	Is the cooperative education program geared to the needs of the community it serves?	______	______
6.	Does the school have a plan for student placement and follow-up?	______	______

The Teacher-Coordinator

1.	Does he have the necessary background of professional training and employment experience?	______	______
2.	Does the teacher-coordinator prepare student-trainees to be productive citizens?	______	______
3.	Does he enjoy working with school personnel, employers, and other community groups?	______	______
4.	Is he articulate in explaining the educational and job adjustment values of the cooperative education program?	______	______
5.	Does he maintain adequate student personnel records to show their progress ~~both~~ in school and on the job?	______	______

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* Guidelines in Cooperative Education, Columbus, Ohio: The Center for Vocational and Technical Education, Ohio State University; 1966

The Program

	Yes	No
Organizing New Programs		
1. Is there a plan for starting and operating a new program?	____	____
2. Has the local school administrator utilized the resources of the State Department of Education in establishing the cooperative program?	____	____
3. Does the teacher-coordinator cooperate with the school administration in presenting the program to the community?	____	____
4. Are there specific objectives for the cooperative education program?	____	____
5. Do the local school administrators have school policies for the organization and operation of the cooperative program?	____	____
Advisory Committee		
1. Does the representative advisory committee meet regularly with school personnel to assist them in the development of the program in the community?	____	____
2. Does the teacher-coordinator assist the advisory committee chairman in preparing the meeting agenda?	____	____
3. Does the teacher-coordinator keep the advisory committee informed of activities and developments affecting the local program?	____	____
Public Relations		
1. Is a public relations program in operation?	____	____
2. Does the teacher-coordinator disseminate helpful information about the cooperative program?	____	____
3. Are trade associations and employer and employee groups encouraged to recognize outstanding student performance by presenting suitable awards and prizes?	____	____
4. Do the school administrators and student-trainees sponsor an appreciation banquet for the cooperative employers?	____	____
Teaching Facilities		
1. Are the teaching facilities flexible enough to permit the use of the best instructional methods?	____	____
2. Is there sufficient storage space for supplies?	____	____
3. Are there adequate facilities for student-teacher conferences?	____	____

instruction

	Yes	No
1. Is there a syllabus for the in-school instruction?		
2. Does the teacher-coordinator use the on-the-job experiences of students when teaching the related class?		
3. Is there a pre-employment orientation to prepare the student-trainee for an interview?		
4. Are various teaching methods used in the related class to provide for both individual and group instruction?		
5. Does the employer understand the plan, purpose, and educational philosophy of the cooperative education program?		
6. Does the school give graduation credit to the student-trainees for successful on-the-job experience?		
7. Does the employer evaluate regularly the student-trainee's performance and progress?		

Evaluation

	Yes	No
1. Is opportunity given to members of the school faculty to discuss the cooperative education program as a means of educational development?		
2. Does the school have a follow-up program?		
3. Are the opinions of parents sought in evaluating the progress?		
4. Are the opinions of employers sought in evaluating the program?		
5. Are the opinions of graduates sought in evaluating the program?		

The Student-Trainee

Recruitment and Selection

	Yes	No
1. Is there a plan for publicizing the cooperative education program?		
2. Are the students capable of achieving success in the occupations selected?		
3. Does the advisory committee take an active part in the recruitment and selection of students?		
4. Does the guidance office supply test information for counseling applicants?		

	Yes	No
Placement and Supervision		
1. Are the student-trainees placed on jobs which will provide them with the kinds of experience needed for a career objective?	______	______
2. Does the teacher-coordinator regularly visit the student-trainees on the job?	______	______
3. Are the elements of job safety checked by the teacher-coordinator and the employer?	______	______
Legal Responsibilities		
1. Is the teacher-coordinator informed of the changes in regulations of the employment of minors?	______	______
2. Are the cooperative employers familiar with the insurance needed to protect the student-trainee?	______	______
3. Is there a good working relationship between the school and the law enforcement agencies about the employment of minors?	______	______
Activity Program		
1. Does the school have a youth group program for cooperative education student-trainees to develop informal learning and leadership?	______	______
2. Do the students conduct an annual appreciation activity for the employer?	______	______
The Employer		
1. Does the cooperating employer understand his role in the education of the student-trainee?	______	______
2. Does the employer provide a variety of learning experience for each student-trainee?	______	______
3. Does the teacher-coordinator show equal concern for both the employer and student-trainee when placement is made?	______	______
4. Does the on-the-job supervisor decide with the teacher-coordinator what should be taught in the related class?	______	______
5. Is there a training plan in use for each student-trainee?	______	______

SUMMARY

The 1968 Vocational Education Amendments and the Illinois State Plan make extensive provisions for improving cooperative vocational education. Supervision and leadership are needed to direct the kinds of comprehensive programs that are envisioned. In-service personnel must be trained for new responsibilities and program improvements, as well as to keep their teaching up-to-date with rapid changes in the world of work. Curriculum materials must be developed and made more readily available to provide better related instruction for students. Evaluation is needed to give direction to program planning, improvement of practices, give students better occupational preparation, and extend cooperative vocational education to more individuals. To achieve these goals evaluation must involve the total staff on a continuing basis.

GLOSSARY

GLOSSARY

ADVISORY COMMITTEE

—A group of persons, usually from outside the field of education, selected because of their knowledge and expertise in certain areas to advise educators regarding vocational programs. Such committees can operate at the federal, state and local levels and often function under names other than advisory committee.

ALTERNATION OF STUDY IN SCHOOL WITH A JOB

—Scheduling of employment, as part of the student's class load, in any time sequence that will assure adequate preparation in meeting qualifications for full-time employment; school credit is granted for the employment period.

CAREER DEVELOPMENT

—A lifelong process involving a series of experiences, decisions, and interactions, which, taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

CRAFT ADVISORY COMMITTEE

—A group of local craftsmen, who are specialists, selected from a specific trade or occupation, appointed to advise the school on matters pertaining to teaching the particular occupation. Generally, the committee should include an equal number of representatives of labor and management.

COOPERATIVE PLAN

—Organizational pattern for preparatory instruction which involves regularly scheduled part-time employment that gives students an opportunity to experience theory in practice while developing competencies through supervised training on a job related to their occupational objective.

COOPERATIVE VOCATIONAL EDUCATION

—An instructional plan which combines learning experiences gained through regularly scheduled supervised employment in the community and vocationally oriented in-school instruction.

COOPERATIVE WORK TRAINING

—A program having as its purpose the supervised part-time employment of students with the intent of assisting them to acquire desirable work habits and attitudes in the world of work. The part-time job held by a student need not be related to the occupational objective of the student.

COORDINATION

—The process of integrating into a harmonious relationship the administrative, organizational and instructional activities of the vocational program and directing them toward a common purpose.

COORDINATOR (COOPERATIVE EDUCATION)

—A member of the school staff responsible for administering the school program and resolving all problems that arise between the school regulations and the on-the-job activities of the employed student. The coordinator acts as liaison between the school and employers in programs of cooperative education or other part-time job training.

COUNSELOR, GUIDANCE

—An experienced and trained person who helps another individual to understand himself and his opportunities, to make appropriate adjustments, decisions, and choices in the light of his unique characteristics, and to initiate a course of training or work in harmony with his selection.

EMPLOYER

—One who provides on-the-job instruction for a student who is legally employed part-time, depending upon schedule of alternation, and from whom student receives compensation.

EXPLORATORY COURSES

—School subjects designed to provide the student with a broad, general, over-all view of the knowledge and skills involved in a field of learning or an occupation. Courses which provide student with exploratory and introductory experiences in a wide range of occupations and serve as an aid in choosing a vocation.

OCCUPATIONAL OBJECTIVE

—A specific recognized occupational goal, selected by the student, the attainment of which is the purpose for his vocational instruction.

ON-THE-JOB TRAINING

—Instruction in the performance of a sequentially planned job given to an employed worker by the employer during the usual working hours of the occupation. Usually the minimum or beginning wage is paid.

RELATED VOCATIONAL INSTRUCTION

—In-school courses specifically designed to improve personal social skills, provide needed basic education (remedial), and/or develop relevant occupational skills and knowledges; such courses may be reimbursed from vocational education funds. An academic course deemed essential for occupational preparation may be recognized as related vocational instruction if the course is specifically organized to meet the needs of cooperative vocational education students.

REQUIRED ACADEMIC COURSES

—Courses which are designed for the general student body and are normally required for graduation; such courses are not considered eligible for reimbursement from vocational education funds.

STEERING COMMITTEE

—This committee is usually temporary in nature and is designed to give an advisory "yes" or "no" reply to the question, "Shall we start a program in Cooperative Education in our school system?" This reply is sought after proper and adequate orientation to the goals and objectives of the program.

STUDENT LEARNER (STUDENT WORKER)

—A member of a cooperative education program legally employed as a part-time worker and so classified by the Wage and Hour and Public Contracts Divisions of the U. S. Department of Labor for wage and hour regulation purposes.

SURVEY, COMMUNITY

—A fact-finding study of socio-economic conditions and resources, community agencies, industries, business, farming, institutional practices, problems and practices of families, etc., as they exist at a given time in a given community. It is generally used by the school as a guide in revising school offerings to meet local needs.

SURVEY, OCCUPATIONAL

—A form of occupational census, taken by personnel trained to determine the number of qualified workers in designated occupations in a specified geographic or economic area; and to evaluate the need for increasing or limiting the numbers available for employment in the occupations surveyed.

TEACHER-COORDINATOR

—A member of the local school staff who teaches technical and related subject matter to students preparing for employment and coordinates classroom instruction and laboratory (on-the-job or project) learning activities of career oriented students.

TRAINING MEMORANDUM

—A form prepared by the coordinator indicating the period of training, hours of work, salary and other pertinent facts and information necessary to assure basic understanding of the student's position as a student learner in the cooperative education program; may be signed by coordinator, employer, student, and parents.

TRAINING PLAN

—A written plan of experiences indicating what is to be learned by a specific student learner and whether it is to be taught in the classroom (group or individual instruction) and in the laboratory (on-the-job or project). The Plan is derived from a realistic analysis of the tasks, duties, responsibilities, and occupational objectives of the student learner.

TRAINING SPONSOR

—The individual to whom the student learner looks for instruction and training in the on-the-job or project laboratory. The on-the-job training sponsor may be the owner or manager or a responsible individual appointed by management.

VOCATIONAL COUNSELING

—Assistance to individuals in making vocational choices and clarifying vocational goals. It often involves testing and interpretation of aptitudes, interests, personality factors, etc.

VOCATIONAL EDUCATION

—Vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a State board or local educational agency and is conducted as part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or para-professionals in recognized occupations and in new and emerging occupations or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations generally considered professional or which requires a baccalaureate or higher degree.

VOCATIONAL AND TECHNICAL EDUCATION

—Refers to that training or retraining given in school, field or laboratory relating instruction of youth and adults to employment of persons or workers, technicians, or para-professionals in existing or emerging occupations.

WORK STUDY

—A term with a historic association with cooperative education. Also, it is a program designed to provide financial assistance, through part-time employment, to students who have been accepted for full-time enrollment in vocational training. The part-time employment is based on the financial need of the student and is not necessarily related to his career objectives. Students are employed in non-profit institutions.

SELECTED SOURCES OF COOPERATIVE VOCATIONAL EDUCATION REFERENCE MATERIALS

The following selected sources for information on various aspects of cooperative vocational education can be contacted to determine the publications they have available.

Illinois Division of Vocational and Technical Education, 1035 Outer Park Drive, Springfield, Illinois 62706

Illinois State Employment Service, 165 North Canal Street, Chicago, Illinois 60606

Indiana State University Vocational Industrial Instructional Materials Laboratories, Department of Vocational/Technical Education, Terre Haute, Indiana 47809

Institute of Life Insurance, 277 Park Avenue, New York, New York 10017

Internal Revenue Service, U. S. Department of the Treasury, Washington, D. C. 20220

The Interstate Printers & Publishers, Inc., Danville, Illinois 61832

Ohio State University, Instructional Materials Laboratories: (1) Trade and Industrial Education or (2) Distributive Education, Columbus, Ohio 43210

Social Security Administration, 528 South 5 Street, Springfield, Illinois 62701

United States Chamber of Commerce, AV Services Department, 1615 H Street, N.W., Washington, D. C. 20202

United States Department of Agriculture, Forest Service, Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402

United Department of Health, Education, and Welfare, Office of Education, Washington, D. C. 20202

United States Government Printing Office, North Capitol between G & H Streets, N.W., Washington, D. C. 20402

University of Missouri Instructional Materials Laboratory, 8 Industrial Education, Columbus, Missouri 65201

University of Texas, Instructional Materials Laboratories: (1) Distributive Education or (2) Agriculture Education, Division of Extension, Austin, Texas 78712

All personnel in cooperative vocational education should become familiar with and use the following two publications: (1) Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and (2) Abstracts of Instructional Materials in Vocational and Technical Education (AIM). These publications, which are published quarterly on subscription basis, contain abstracts of and indexes to vocational and technical education documents. They also contain a complete list of all available instructional materials in vocational and technical education. Further information regarding subscriptions should be addressed to:

ERIC Clearinghouse On Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

APPENDIX

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APPENDIX A

COMMUNITY OCCUPATIONAL SURVEY

NAME OF FIRM ______________________ NAME OF RESPONDENT ______________________

NUMBER OF EMPLOYEES ______________________

PART I

In the spaces below list the job titles and the other information requested about your employees. Please keep in mind we are only interested in those types of jobs that do not require college training. When listing different job categories, do not be too specific. For instance, rather than list a turret lathe operator, you should list machinist. We are looking for such job classifications as auto mechanic, bookkeeper, clerk-typist, nurse's aide, food service worker, sales clerk, nurseryman, welder, machine operator, tractor mechanic, and etc.

TYPE OF JOB	ESTIMATED AVERAGE NO. ON PAYROLL PER MONTH THIS YEAR	PREDICTION OF YOUR EMPLOYMENT NEEDS FOR THE NEXT FIVE YEARS (1970-1975) Increases (check one) Decreases					LOCAL SUPPLY OF QUALIFIED EMPLOYEES (Check one)		
		Great Inc. Ov. 20%	Small Incr. 5-20%	Same Under 5%	Great Decr. Ov. 20%	Small Decr. 5-20%	Scarce	Adequate	Surplus
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)

PART II

In your analysis of the employment outlook, as it appears today and as you predict for the future, what types of vocational training should take place in our high schools? Please consider your specific field, as well as allied occupations and those of which you have some knowledge. Several occupational fields have been listed for your convenience, however, please add any others you feel should be included. Please check those that you feel are appropriate.

1. Drafting ____
2. Building Trades ____
3. Auto Mechanic ____
4. Ag-Mechanic ____
5. Machinist ____
6. Auto Body ____
7. Appliance Repair ____
8. Sheet Metal Worker ____
9. Welding ____
10. Electrician ____
11. Electronics Tech. ____
12. Plumbing ____
13. Ref. & Air Cond. ____
14. Graphic Arts ____
15. Printing Trades ____
16. Licensed Pract. Nurse ____
17. Nurse's Aide ____
18. Conservation Tech. ____
19. Ag-Business ____
20. Horticulture ____
21. Bookkeeping ____
22. Secretarial ____
23. Office Machine Opr. ____
24. Key Punch ____
25. Business Math. ____
26. General Sales ____
27. Marketing ____
28. Beautician ____
29. Barbering ____
30. Seamstress ____
31. Tailoring ____
32. Shoe Repair ____
33. Custodial ____
34. Waitress ____
35. Child Care Aide ____
36. Serv. Sta. Opr. ____

Recreation & Tourism

1. Food Services ____
2. Housekeeping ____
3. Groundskeeper ____
4. Sales & Promotion ____

If an improved adult education program was instituted, what areas should be planned that might interest your firm or employees?

Would a representative from your firm be interested in acting in an advisory capacity to help upgrade or develop vocational programs? Yes No

COMMENTS OR SUGGESTIONS

APPENDIX B

EXAMPLE OF STUDENT SURVEY FORM

STUDENT QUESTIONNAIRE

CAREER DEVELOPMENT POTENTIAL

STUDENT INFORMATION

Name ____ Session ____________________
(Last) (First) (Initial)

JOB INFORMATION

Are you NOW working on a regular Part-Time Job? Yes ________ No ________

If you answered YES – Name of firm ______________________________
What do you do? ______________________________
How long have you worked on this job ______________________ (Mo.)

If you answered NO – Have you ever worked on a regular Part-Time Job? Yes _____ No _____

OCCUPATIONAL AND EDUCATIONAL INTEREST

What is your occupational goal or what career do you plan to pursue?

____

Are you interested in preparing for an occupation through Cooperative Part-Time Education? (Listen CAREFULLY to the explanation of such a program and THEN answer below.)

YES ________________ NO ________________

If you answered YES, in which of the areas would you like to work? (Check one)
A list of typical jobs in each area is on the reverse side.

__________ Applied Biological and Agricultural Occupations
__________ Business, Marketing and Management Occupations
__________ Health Occupations
__________ Industrial Oriented Occupations
__________ Personal and Public Service Occupations

Please list below the courses which you have taken or are enrolled at the present time which would be helpful to you in this type of work.

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

LISTING OF TYPICAL JOBS IN EACH OF THE OCCUPATIONAL AREAS

APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS

Veterinarian Aide
Kennel Attendant
Farm Mechanics — Machine Operator
Agricultural Mechanics — Serviceman
Partsman
Equipment Mechanic
Agricultural Products — Product Grader
Product Salesman
Floriculture — Floral Designer
Landscaping — Grounds Keeper

BUSINESS, MARKETING AND MANAGEMENT OCCUPATIONS

- File Clerk
- Clerk-Typist
- Transcribing Machine Operator
- General Office Clerk
- Display Worker
- Sales Correspondent
- Key Punch Operator
- Stenographer
- Salesperson
- Window Decorator
- Demonstrator

HEALTH OCCUPATIONS

- Dental Aide
- Laboratory Aide
- Health Aide
- Nurse Aide
- Geriatric Aide
- Dental Assistant
- Medical Laboratory Aide
- Nurse Assistant
- Occupational Therapy Aide

INDUSTRIAL ORIENTED OCCUPATIONS

Auto Mechanic
Diesel Mechanic
Radio-Television Repairman
Graphic Arts — Compositor
Job Printer
Offset Press Operator
Photographer
Plate Finisher
Watch Repairman
Electronic Occupations
Metal Working Occupations
Electrical Occupations

PERSONAL AND PUBLIC SERVICE OCCUPATIONS

- Cook
- Baker
- Chef
- Food Service Worker
- Desk Clerk
- Bellman
- Recreational Aide
- Child Care Aide
- Day Care Assistant
- Garment Factory Worker
- Alterationist
- Library Assistant
- Teacher Aide
- Counselor's Aide
- Butcher
- Waiter
- Cosmetologist
- Laundry Operator

Appendix B-1

STUDENT INTERVIEW

COOPERATIVE VOCATIONAL EDUCATION

Name ______________________________

	VOCATIONAL QUESTIONS	Help or Information Needed		
		Much	Some	Little or None
1.	Do you know definitely the fields of work in which you are most interested?			
2.	Have you analyzed carefully your skills and abilities?			
3.	Have you determined the type of work for which your particular personality is best suited?			
4.	Are there health factors or physical disabilities which must be considered in choosing your occupation?			
5.	Have you considered carefully the employment outlook in those fields which seem most likely to expand?			
6.	Do you know the general requirements of those occupations for which you seem best fitted?			
7.	Do you know what jobs are most closely related to the one which you are considering?			
8.	Have you made a satisfactory choice of a particular job for which you are well qualified?			
9.	Do you know how to find reliable information about job requirements?			
10.	Do you know to whom to go for competent advice and counsel?			
11.	Have you considered carefully a possible need for further schooling?			
12.	Do you know how to select the school and the subjects most helpful to you?			
13.	Do you know how to locate job opportunities for a person with your qualifications?			
14.	Can you write a good letter of application?			
15.	Do you know the most important factors to keep in mind when you are interviewed by an employer?			
16.	Do you know what factors your employer is likely to consider when you are ready for a raise or a promotion?			
17.	Do you know how to decide whether or not a job is one with a future?			
18.	Have you a clear idea of what you consider essential to success in life?			

SELF-RATING SCALE

Personality Traits	Your Evaluation Very High	High	About Average	Low	Very Low
Friendliness					
Cheerfulness					
Confidence in own abilities					
Respect for the rights of others					
Tolerance					
Neatness and personal appearance					
Freedom from fear and worry					
Sense of humor					
Ability to take criticism					
Ability to get along with people					
Ability to win cooperation					
Initiative					
Willingness to work hard					
Resourcefulness					
Pep and enthusiasm					
Open-mindedness					
Dependability					
Speech and self-expression					
Persistence. Ability to stick to a job					

Date ____________________

____
Signature of Student

Appendix C

COOPERATIVE VOCATIONAL EDUCATION

APPLICATION FOR ADMISSION TO COOPERATIVE PROGRAM

Name ______________________ Date __________ Age __________

Home Address ______________________ Phone __________ Home Room __________

Date of Birth __________ Height __________ Weight __________ School Classification __________

Name of parent or guardian ______________________ Occupation __________

Favorite school subjects ______________________

Subjects need for graduation ______________________

School subjects you like the least ______________________

Why do you wish to enroll in the cooperative training program? ______________________

____

List the trade or occupation for which you would like to prepare as your life's work

First Choice: ______________________

Second Choice: ______________________

Third Choice: ______________________

Have you ever worked in a business or industrial establishment? ______________________

Name of establishment ______________________ How Long __________

What were your duties? ______________________

Did you enjoy the work? ______________________

List three high school teachers who know you well. ______________________

____

If your application is approved:

Will you attend both school and work regularly? ______________________

Will you abide by all of the rules and regulations included in the cooperative training program? __________

Will you agree to complete the training program that will be set up by the school and your employer?

____

What kind of job do you hope to have five years from now? ______________________

SIGNATURE ______________________ (student) APPROVED ______________________ (parent)

APPENDIX D

EXAMPLE OF TEACHERS SUBJECTIVE APPRAISAL OF STUDENT-LEARNER APPLICANT

COOPERATIVE EDUCATION
SUBJECTIVE APPRAISAL

Dear Fellow Teacher:

______________________________ has applied for admission into the Cooperative Education Program. As you know, many factors other than grades must be considered in order to select deserving, sincere, capable young people who can best benefit by the training this program can offer. Having previously taught this student, you are in a position to help me greatly in making a wise decision in this case.

Circle the work after each characteristic listed below that best describes the above-named student and return the completed form to me at your earliest convenience.

1.	Ability to learn	Quick	Fair	Slow	
2.	Capacity for work	Unusual	Industrious	Average	Poor
3.	Judgment	Uncanny	Sound	Average	Poor
4.	Initiative	Exceptional	High	Fair	None
5.	Appearance	Very Neat	Neat	Careless	Slovenly
6.	Leadership quality	Outstanding	Noticeable	Low	
7.	Desire to make good	Pronounced	High	Average	Low
8.	Ability to take orders	Outstanding	High	Average	Low
9.	Reliable	Very	Ordinarily	Unreliable	
10.	Perseverance	Unlimited	Ample	Moderate	Weak
11.	General conduct	Courteous	Discourteous	Rude	
12.	Accepts criticism	Readily	Indifferently	Reluctantly	
13.	Ability to mix	Natural	Fairly good	Doubtful	
14.	Would you want this person working for you?		Yes	No	

Remarks: ______________________________

____

Signed ______________________________

APPENDIX E

EXAMPLE OF ATTENDANCE, DISCIPLINE AND HEALTH RECORD OF STUDENT LEARNER APPLICANT

ATTENDANCE, DISCIPLINE, HEALTH RECORDS FOR STUDENT APPLICANTS APPLYING FOR COOPERATIVE EDUCATION PROGRAM

Student's Name ______________________________ Date ______________
Last First

	Freshman Year	Sophomore Year	Junior Year
Absences			
Tardies			
Detentions			

Special comments on student's discipline or conduct:

Date ______________ ______________________________
Assistant Principal for Discipline and Attendance

HEALTH RECORD:

Is the above named student in good health? ______________________________

List any physical defects or limitations which would have any effect on his or her placement in the Cooperative Education Program.

Date ______________ ______________________________
School Nurse

APPENDIX F

EXAMPLE OF TRAINING MEMORANDUM OR AGREEMENT

COOPERATIVE VOCATIONAL EDUCATION TRAINING AGREEMENT*

____ PROGRAM

This training agreement is to (1) define clearly the conditions and schedule of training whereby student
Name: ______________________________
is to receive training in ______________________________
and (2) serve as a guide to the cooperating parties: the ______________________________
(company or agency)
and the ______________________________
Public Schools, in providing the student with opportunities for education and training in the basic skills of the occupation and the technical information related to it. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon by the employer and representative of the school.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits so that he may enter his chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $__________ per __________ for __________ hours per week, which amount is approximately __________ per cent of that paid competent full-time employees in the same occupation in the community.
2. A review of the wages paid the student will be made jointly and periodically by the employer and coordinator at least once each semester for the purpose of determining a fair and equitable wage adjustment consistent with the student's increased ability and prevailing economic conditions

The training period beginning the __________ day of __________
19____, and extends through 19____. There will be a probationary period of ______ days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party.

Approvals:

____________________	____________________
(Student)	(Name of Employer)
____________________	____________________
(Parent or Guardian)	(Name of Company or Agency)
____________________	____________________
(Chairman, Local Advisory Committee)	(Teacher-Coordinator)

---

*Adapted from the form developed by the Department of Vocational Education, Texas Education Agency.

____________________ High School

MEMORANDUM OF TRAINING PLAN

Date ____________________

COOPERATIVE EDUCATION PROGRAM

1. The ____________________ will permit ____________________ to enter their establishment for the purpose of gaining knowledge and experience as

2. The course of training is designed to run for an indefinite period with a minimum of 15 hours per week required for the work experience and at least one period in each school day required for the supervised and directed study of technical and related subjects.

3. The schedule of compensation to be paid the trainee shall be fixed by the training agency and shall be comparable to wages paid beginners in the occupation in which the student learner is engaged. They shall conform to the Fair Labor Standards Act of 1938, amended, if applicable.

4. The student, while in the process of training, will have the status of student learner and will not displace a regular worker now employed.

5. All complaints shall be made to and adjusted by the coordinator.

6. The parent or guardian shall be responsible for the personal conduct of the student-learner while in training.

7. The student learner agrees to be regular in attendance at school and on the job.

8. The parent agrees that the coordinator is responsible for the success of this program; and if need be, with cause, shall remove the student-learner from the program – both in school and on the job.

9. The employment of the student-learner shall conform to all federal, state, and local laws and regulations.

10. The employer agrees to instruct the student learner in safety procedures and safe work practices in on-the-job training.

Coordinator	Student
Employer	Parent or Guardian

APPENDIX G

EXAMPLE OF WORK SHEET FOR DEVELOPING TRAINING PLAN

Name ______________________

Date ______________________

A. Title of occupation ______________________

B. U. S. Office of Education code number: ______________________

C. Name and Address of Training station ______________________

D. Name of Owner ______________________

E. Name of Training Sponsor ______________________

F. Broad Areas of "on-the-job" Experience

1. ____________ 4. ____________

2. ____________ 5. ____________

3. ____________ 6. ____________

G. Outline of "on-the-job" experiences:

1. ______________________
    - A. ______________________
    - B. ______________________
    - C. ______________________
    - D. ______________________

2. ______________________
    - A. ______________________
    - B. ______________________
    - C. ______________________
    - D. ______________________

3. ______________________
    - A. ______________________
    - B. ______________________
    - C. ______________________
    - D. ______________________

4. ______________________________

  A. ______________________________
  B. ______________________________
  C. ______________________________
  D. ______________________________

5. ______________________________

  A. ______________________________
  B. ______________________________
  C. ______________________________
  D. ______________________________

6. ______________________________

  A. ______________________________
  B. ______________________________
  C. ______________________________
  D. ______________________________

H. Individual study references available:

Classroom –	Training Station –
1. ______________	1. ______________
2. ______________	2. ______________
3. ______________	3. ______________
4. ______________	4. ______________

APPENDIX H

EXAMPLE OF TRAINING PLAN OR JOB ANALYSIS

BUSINESS EDUCATION DEPARTMENT

The Cooperative Education Program—Office Occupations

A STEP-BY-STEP TRAINING PLAN

for

Student-Learner ______________________ Birth Date __________ Soc. Sec. No. ______________

JOB TITLE CLERK, GENERAL (OFFICE CLERK) OE No. 14.0300

TRAINING STATION Abbott Laboratories, Engineering Department

ADDRESS ______________________________________

JOB DEFINITION:

Performs any combination of following and similar clerical tasks not requiring knowledge of systems or procedures: procedures: Writes or types bills, statements, receipts, checks, or other documents, copying information from one record to another. Proofreads records or forms. Counts, weighs, or measures material. Sorts and files records. Receives money from customers and deposits money in bank. Addresses envelopes by hand or with typewriter or addressograph machine. Stuffs envelopes by hand or with envelope stuffing machine. Answers telephone, conveys messages, and runs errands. Stamps, sorts, and distributes mail. Stamps or numbers forms by hand or machine. Operates office duplicating equipment. (Dictionary of Occupational Titles, 1965. Volume I, DEFINITION OF TITLES, Third Edition. Page 135)

DESCRIPTION OF TRAINING STATION DUTIES:

1. Getting Acquainted With The Company
2. Getting Along With Others
3. Improving Personal Appearance
4. Developing Good Work Habits
5. Learning to File
6. Handling Telephone Routines
7. Typewriting
8. Operating The Duplicating Equipment
9. Calculating Hours And Gross Wages
10. Following Proper Office Production Techniques
11. Keeping Work Area Clean
12. Following Proper Penmanship Techniques

CAREER OBJECTIVES:

To Advance from the position of the Office Clerk to The General Office Clerk—(Administrative). Eventually, to be promoted through the Stenographic to the Secretarial classification.

LEARNING EXPERIENCES	TRAINING STATION	SCHOOL INSTRUCTION		REFERENCES and Evaluation	Time Schedule
		Group	Individual		
1. Getting Acquainted With The Company:				23. All	1st Nine Weeks
a. Learning about Abbott Laboratories and the possibilities for advancement	X			8. 14-19	
b. Understanding employee rules regulations:					
1. Dress—uniforms or regular clothing	X	X	X		
2. Working hours	X				
3. Payroll routine—payday schedule, checking in and out, disposition of time cards, etc.	X				
4. Discounts on purchases	X				
5. Benefits—lunches, study group, etc.	X				
c. Learning the function of the various departments.	X	X	X		
d. Learning the location of each department	X		X		
e. Memorizing the names of key personnel.	X		X		
2. Getting Along With Others:				15. 248-277	1st Nine Weeks
a. Learning to respect the importance of co-workers	X	X	X	8. 3-14 8. 19-23	
b. Learning to respect and recognize the worth and ideas of others	X	X	X	5. 3-56 6. All 13. All	
c. Learning to respect the ambitions and career objectives of others	X	X	X		
d. Learning to carry your share of the work load	X	X	X		
e. Learning the importance of meeting others half-way	X	X	X		
f. Learning to guard confidential information	X	X	X		
g. Learning how to accept and utilize criticism.	X	X	X		
3. Improving Personal Appearance:				22. 280-298	1st Nine Weeks
a. Learning to care for nails, hair, face, and teeth		X	X	8. 26-41 5. 59-93	
b. Learning to avoid extremes in clothing style		X	X	11. 32-46 17. All	
c. Learning to control weight through proper diet and exercise.		X	X		

LEARNING EXPERIENCES	TRAINING STATION	RELATED INSTRUCTION		REFERENCES	Time Schedule
		Group	Individual		
d. Learning to improve posture by walking and sitting straight.		X	X		
e. Learning to use a deodorant daily and properly.		X	X		
f. Learning to take proper care of clothing, shoes, and accessories.		X	X		
g. Learning to select the proper clothes for business wear.		X	X		
4. Developing Good Work Habits:				12. 89-91 4. 94-102 16. All	1st Semester
a. Learning to plan your work to be done.	X	X	X		
b. Learning to save time and steps by proper routing of papers.	X	X	X		
c. Learning to avoid useless and ineffective motions.	X	X	X		
d. Learning that proper timing is important in getting work completed.	X	X	X		
e. Learning to maintain standards of neatness and accuracy in all work.	X	X	X		
5. Learning To File				11. 374-405 11. 408-412 11. 414-416 11. 427-429 1. 339-394 14. 1-61 14. 98-108	1st Semester
a. Learning to file by the alphabetic system.	X	X	X		
b. Learning to check the work order numbers with the department master list	X				
c. Learning to check the numbers carefully before inserting the orders into the book.	X	X	X		
d. Learning to check for proper authorization.	X	X	X		
e. Learning to route the inventory records to the supply crib.	X				
f. Learning to follow through with changes in original work orders.	X				
g. Learning to file time cards numerically	X	X	X		
6. Handling Telephone Routines:				11. 152-176 8. 151-183	1st Semester
a. Learning to develop the friendly voice.	X	X	X		
b. Learning to follow the office routines for using the telephone	X	X	X		
c. Learning to forward and receive information over the telephone	X	X	X		
d. Learning to cover the telephone station for personnel away from their working stations.	X	X	X		

LEARNING EXPERIENCES	TRAINING STATION	RELATED INSTRUCTION		REFERENCES	Time Schedule
		Group	Individual		
7. Typewriting:				11. 86-92 1. 189-198 1. 421-434 2. 35-50 2. 429-448 2. 463-476 9. All 19. All	1st Semester
a. Learning to properly arrange unarranged manuscript material in form for printing	X	X	X		
b. Learning to use the proper publishers proofreading marks.	X	X	X		
c. Learning to plan and to type text materials around pictures, charts, and illustrations.	X	X	X		
d. Learning to develop speed with accuracy in all typewritten work.	X	X	X		
e. Learning to type materials on special forms—to adjust line spacing to fit the form.	X	X	X		
f. Learning to set up and then to type statistical forms and reports.	X	X	X		
g. Learning to use the proper erasing techniques: SnoPac for all material to be photographed and the eraser stick and pencil for other forms.	X	X	X		
8. Operating The Duplicating Equipment				11. 338-342 1. 203-211	1st Semester
a. Liquid Duplicator:					
1. Learn the proper techniques for typing masters.	X	X	X		
2. Learn to make corrections.					
3. Learn to neatly cut and rearrange master materials before running.	X	X	X		
4. Learn to properly run materials.	X	X	X		
5. Learn the techniques for storing the machine and materials after running the master.	X	X	X		
6. Learn to file the used masters for future use.	X	X	X		
b. Mimeograph:				11. 342-348 1. 212-224 7. All	2nd Nine Weeks
1. Learn the proper techniques for typing stencils.	X	X	X		
2. Learn to make correstions so they are not detectable.	X	X	X		
3. Learn to run the stencils.	X	X	X		
4. Learn the techniques for storing the machine and materials after running the stencils.	X	X	X		
5. Learn to file the run stencils for future use.	X	X	X		
9. Calculating Hours And Gross Wages:				11. 320-325 2. 499-510 3. 432-453 4. 455-467	2nd Semester
a. Learning to arrange and file time cards in numerical order.	X	X	X		
b. Learning to calculate daily total hours—regular and overtime.	X	X	X		

LEARNING EXPERIENCES	TRAINING STATION	RELATED INSTRUCTION		REFERENCES	Time Schedule
		Group	Individual		
c. Learning to calculate weekly total hours–regular and overtime	X	X	X		
d. Learning to calculate gross pay–regular and overtime.	X	X	X		
e. Learning to check all calculations before releasing cards.	X	X	X		
f. Learning to deliver time cards to Payroll Department before deadline.	X				
10. Following Proper Office Production Techniques:				11. 361-366 4. 125-143 19. All	2nd Semester
a. Learning to operate the Monroe Calculator and Remington-Rand Ten Key Adding Machines.	X	X	X		
b. Learning to operate the Ditto Liquid Duplicator and the A.B. Dick Mimeograph Machine.	X	X	X		
c. Learning to handle tasks accurately and efficiently as they arise.	X	X	X		
d. Learning to check on the accuracy and directions if unsure before doing the job.	X	X	X		
e. Learning to work at maximum output.	X	X	X		
11. Keeping Work Area Clean:				11. 82-102	All Year
a. Learning the proper methods for storing supplies.	X	X	X		
b. Learning to clean and maintain the typewriter. (Store cover during day and properly cover at night.)	X	X	X		
12. Following Proper Penmanship Techniques:				1. 455-462 2. 27-34	All Year
a. Learning to write all materials legibly.	X	X	X		
b. Learning to form all figures and symbols so as to avoid misreading.	X	X	X		
c. Learning to write all information in the proper areas of any forms.	X	X	X		

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Appendix H

TRAINING PLAN AND PROGRESS RECORD
FOR
AUTO MECHANICS[1]

Student's Name: ____________________

Training Station: ____________________

Study Guide: Missouri

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	INTRODUCTION TO AUTO MECHANICS					Importance of automobiles in modern society	1			
						Nature of and opportunities in auto-repair business	1			
						Sources of auto-repair information	1			
						Development and expansion of auto-repair business	1			
						Things to consider before entering auto-repair business	1			
						Automobile component parts	2			
						Automobile design	2			
						Auto-repair hand tools	3			
						Shop hazards and safe practices	3			
	THE ENGINE									
						Physical principle involved in engine operation	4			
						Methods of measuring engine efficiency and output	4			
						Engine measurements	4			
						Types of engines used in automobiles	4			
						Engine valve arrangements	4			
						Engine mountings	4			
						Engine components	4			

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[1] *Ohio Trade & Industrial Education Service, Instructional Materials Laboratory, Columbus, Ohio.*

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
						Engine operation	4			
						Cylinder block design and function	5			
						Crankcase design and function	5			
						Cylinder head design and function	5			
						Types and purposes of gaskets	5			
						Construction and function of oil pan	5			
						Function of exhaust manifold	5			
						Construction and purpose of muffier	5			
						Function of intake manifold	5			
						Crankshaft design and function	5			
						Types of crankshaft bearings	5			
						Function of engine flywheel	5			
						Connecting rod design and function	5			
						Design and function of pistons and piston rings	5			
						Camshaft operation and function	5			
						Design and function of valves and valve mechanisms	5			
						Importance of proper valve timing	5			
	34. Steam clean									
	35. Remove, clean, and replace cylinder head					Maintenance to be performed on cylinder heads	6			
	36. Install gaskets									
	37. Remove ring ridge on cylinder walls									
	38. Check cylinder walls for trueness									
	39. Refinish cylinder walls									
	40. Remove and install pistons					Methods of servicing pistons; precautions to be considered	6			
	41. Fit pistons									

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	42. Remove, fit and install piston rings									
	43. Remove, fit, and install piston ring bushings									
	44. Allign piston and connecting rod									
	45. Remove, align, and install connecting rods					Ways of servicing connecting rods	6			
	46. Remove, install and adjust connecting rod bearings									
	47. Remove and install crankshaft					Means of checking crankshaft	6			
	48. Check and align crankshaft									
	49. Clean crankshaft oil passages									
	50. Check and adjust crankshaft end play									
	51. Remove and install crankshaft bearings									
	52. Replace rear-main bearing oil seal									
	53. Repair vibration dampener									
	54. Remove and install camshaft					Methods of servicing camshafts	6			
	55. Check and align camshaft									
	56. Check, and remove, and install camshaft bearings									
	57. Adjust valve-tappet clearance					Methods of servicing valves	6			
	58. Remove and replace valves									
	59. Test valve springs									

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	60. Finish valves and valve seats									
	61. Install valve-seat inserts									
	62. Check valve and valve-seat fit									
	63. Clean valve guide									
	64. Remove and replace valve guides									
	65. Test valve guides for wear									
	66. Check, remove and replace valve lifters									
	67. Check and repair hydraulic									
	68. Time valves									
	69. Measure engine horsepower					Testing instruments used in engine service	6			
	70. Measure engine efficiency									
	71. Take engine compression									
	72. Take engine vacuum									
	73. Diagnose engine trouble					Introduction to engine trouble diagnosis	6			
	FUEL SYSTEM									
						Composition and characteristics of engine fuels	7			
	75. Remove and clean fuel tank					Construction and function of fuel tanks	7			
	76. Check and repair damaged or clogged fuel lines									
	77. Release vapor lock									
	78. Check and repair fuel gauges					Types and operation of fuel gauges	7			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	79. Measure fuel-pump pressure					Types and principles of fuel-pump operation	7			
	80. Measure fuel-pump capacity									
	81. Repair fuel-pump									
	82. Disassemble and assemble carburetor					Principles of carburation	7			
	83. Adjust carburetor idle-speed fuel mixture					Carburetor component parts	7			
	84. Check and repair carburetor float system									
	85. Adjust throttle cracker									
	86. Check and adjust carburetor antipercolator									
	87. Check and adjust carburetor metering rod									
	88. Check, repair and adjust accelerator pump									
	89. Check, repair, and adjust choke									
	90. Check and adjust throttle linkage									
	91. Clean and install air cleaner and intake silencers					Design and function of air of air cleaners and intake silencers	7			
	92. Check and repair exhaust muffler and pipe					Design and function of exhaust mufflers	7			
	93. Check and adjust manifold					Manifold heat control	7			
	94. Check and repair windshield wiper unit									
	95. Check and repair supercharger					Purpose and types of superchargers	7			
	96. Check and repair Diesel-fuel system					Principles of Diesel-fuel system operation	7			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	97. Test fuel mileage					Testing instruments used in fuel system service				
	98. Analyze exhaust gas									
	99. Test power of engine									
	100. Measure intake-manifold vacuum									
	101. Diagnose fuel system trouble					Introduction to fuel system trouble diagnosis	7			
	ENGINE LUBRICATION									
	102. Check and fill crankcase					Composition and properties of engine lubricating oils	8			
	103. Clean oil pan					Necessity of crankcase ventilation	8			
	104. Check and adjust splash-lubricating system					Function of engine lubricating system	8			
	105. Check, repair, and adjust pressure-feed lubricating system					Types of lubricating systems	8			
	106. Check and repair oil cooler					Types and functions of oil coolers	8			
	107. Check and repair damaged oil line									
	108. Check and clean oil filter					Types and function of oil filters	8			
	109. Check and adjust or replace oil pressure gauge					Theory of oil-pressure gauge operation	8			
	110. Correct excessive oil consumption					Testing instruments used in lubrication system service	8			
	111. Correct low oil pressure									
	112. Correct excessive oil pressure									
	113. Correct oil dilution									
	114. Diagnose lubrication trouble					Introduction to engine lubrication trouble diagnosis	8			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	COOLING SYSTEM									
	115. Prepare and check antifreeze solution					Antifreeze solutions	9			
	116. Flush cooling system					Care of cooling systems	9			
	117. Clean radiator air passages					Types and functions of radiators	9			
	118. Examine radiator for restrictions					Types and functions of cooling systems	9			
	119. Test and install thermostat					Function of thermostats	9			
	120. Test cooling system for rust and scale					Purpose of water jackets	9			
	121. Examine and replace hose and hose connections									
	122. Locate and repair radiator leaks									
	123. Remove and replace radiator									
	124. Check and repair or replace water pump					Types and function of water pumps	9			
	125. Check radiator pressure cap					Purpose of pressure radiator cap	9			
	126. Check and install water-distributing tube									
	127. Check and replace fan bearing					Operation and function of engine fan	9			
	128. Check and adjust fan belt									
	129. Check and repair temperature gauge					Theory of temperature gauge operation	9			
	130. Test for exhaust-gas leakage					Methods of testing cooling systems	9			
	131. Check and repair hot water heater					Hot water heater operation	9			
	132. Diagnose cooling system trouble					Care of cooling systems	9			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	ELECTRICAL SYSTEM									
						Function of electrical system	10			
						Electrical system components	10			
						Electrical theory	10			
						Battery current uses	10			
						Battery construction and operation	10			
						Battery ratings and efficiency	10			
						Functions of cranking motors	10			
						Principles and construction of cranking motors	10			
						Cranking motor drive arrangements	10			
						Cranking motor controls	10			
						Function of generators	10			
						Principles and construction of generators	10			
						Generators output control	10			
						Theory and function of cutout relay	10			
						Functions of regulators	10			
						Types and theory of regulator operation	10			
						Function of ignition system	10			
						Theory and operation of ignition system components	10			
						Function and operation of electrical circuits and switches	10			
						Automobile lighting	10			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
						Theory and operation of electrical indicating devices	10			
						Electrical system testing	11			
	155. Test battery specific gravity					Methods of testing and servicing batteries	11			
	156. Test battery voltage									
	157. Remove and replace battery									
	158. Clean battery and cables									
	159. Cut, anchor, and connect cables									
	160. Charge battery									
	161. Check battery water									
	162. Readjust specific gravity of battery electrolyte									
	163. Replace battery elements									
	164. Test and repair remote controlled cranking motor					Means of checking and servicing cranking motors	11			
	165. Test and repair manually operated cranking motor									
	166. Repair burned commutator bars									
	167. Check and repair Bendix-drive									
	168. Clean commutator and under-cut mica									
	169. Remove and replace field windings									
	170. Test armature for short circuit									

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	171. Check and adjust motor bruch-spring tension									
	172. Test and repair overrunning clutch									
	173. Install and adjust cranking motor									
	174. Adjust throttle linkage to cranking motor									
	175. Test cranking motor circuit									
	176. Test generator-regulator system					Methods of testing and servicing regulators	11			
	177. Clean regulator-contact points									
	178. Adjust regulator-circuit breaker									
	179. Adjust voltage regulator									
	180. Adjust current regulator									
	181. Adjust cutout relay									
	182. Adjust step-voltage control									
	183. Check generator					Ways of checking and servicing generators	11			
	184. Adjust generator-third brush									
	185. Disassemble, repair, and assemble generator									
	186. Test and replace ignition coil					Methods of testing and servicing ignition systems	11			
	187. Test and replace condenser									
	188. Test and repair or replace distributor									
	189. Test and adjust distributor contact-point opening and pressure									
	190. Time ignition									

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	191. Check, clean, and install spark plugs									
	192. Check and adjust vacuum spark advance control									
	193. Check and adjust relays									
	194. Test, replace, and adjust headlamp bulbs									
	195. Check, remove, and replace unit headlamps									
	196. Check and replace wiring and switches									
	197. Check and replace fuse									
	198. Check and replace electricalgauges									
	199. Check and repair heater and defroster units									
	200. Check and repair radio									
	201. Check and repair horn									
	202. Diagnose electrical system trouble									
	CLUTCH									
	203. Check and adjust clutch pedal linkage					Function, types, and operation of clutches	12			
	204. Remove clutch									
	205. Disassemble and assemble clutch					Clutch components	12			
	206. Check and repair clutch					Causes of clutch trouble	12			
	207. Replace friction-disk facing					Methods of servicing clutches	12			
	208. Adjust clutch-release level									
	209. Diagnose clutch trouble									

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	TRANSMISSION									
	210. Remove, check and overhaul transmission					Function, types, and operation of transmissions	13			
	211. Check, repair, and adjust gearship mechanism and linkage					Gearshift mechanism operation	13			
	212. Check and repair vacuum gearshift					Vacuum gearshift operation	13			
	213. Overhaul and install overdrive					Function and operation of overdrive	13			
	214. Check, repair, and maintain fluid drive					Theory and operation of fluid drive	13			
	215. Check, repair, and adjust Hydra-Matic drive					Theory and operation of Hydra-Matic drive	13			
	216. Check, repair, and adjust Vacamatic transmission					Theory and operation of Vacamatic transmission	13			
	217. Diagnose transmission trouble					Introduction to transmission trouble diagnosis	13			
	PROPELLER SHAFTS AND UNIVERSAL JOINTS									
						Function of propeller shaft	14			
	219. Check, remove, repair and replace universal joints					Function and types of universal joints	14			
	220. Check, remove, repair, and install slip joint					Function of slip joints	14			
	222. Diagnose propeller shaft and universal joint trouble.					Types of rear-axle drive	14			
	REAL AXLE AND DIFFERENTIAL									
	223. Remove and replace axle shaft and bearings					Types and functions of rear axles	15			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	224. Adjust axle shaft end play									
	225. Remove and replace rear axle assembly									
	226. Remove and replace differential-carrier assembly					Function and operation of differential	15			
	227. Disassemble and assemble differential					Methods of servicing rear axles and differentials	15			
	228. Adjust differential bearings									
	229. Remove and replace drive-pinion-bearing oil seal									
	230. Remove and replace drive-pinion									
	231. Adjust drive-pinion bearing									
	232. Disassemble and assemble propeller shaft and pinion									
	233. Replace differential-side-bearings									
	234. Replace ring gear									
	235. Adjust ring gear and pinion									
	236. Diagnose rear axle and differential trouble					Introduction to rear axle and differential trouble	15			
	FRONT AXLES AND STEERING GEAR									
	237. Make preliminary wheel alignment check					Front wheel support	16			
	238. Check caster					Front-end geometry	16			
	239. Check camber									
	240. Adjust caster and camber									
	241. Check and adjust kingpin inclination									

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	242. Check and adjust toe-in									
	243. Check and adjust toe-out on turns									
	244. Disassemble and assemble front-suspension system									
	245. Straighten axle									
	246. Check, replace, and adjust front-wheel bearings									
	247. Balance wheels					Methods of balancing wheels	16			
	248. Check, repair, and adjust steering gear					Types of steering systems and operation	16			
	249. Check and repair compressed air steering device									
	250. Diagnose front-axle and steering-system trouble									
	SPRINGS AND SHOCK ABSORBERS									
	251. Check, remove, repair and replace leaf springs					Types and function of springs	17			
	252. Check, remove and replace coil springs					Wheel suspension	17			
	253. Check, remove, and replace stabilizer shaft									
	254. Check and adjust shock absorbers					Function and types of shock absorbers	17			
	255. Remove and replace shock absorbers									
	256. Replace shock absorber valves and pistons									
	257. Fill shock absorber									
	258. Diagnose spring and shock absorber trouble					Introduction to spring and shock absorber trouble diagnosis and service	17			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	BRAKES									
	259. Make minor brake adjustments					Function and types of brakes	18			
	260. Make major brake adjustments					Principles of brake operation	18			
	261. Check and install brake lining									
	262. Check and repair brake drums									
	263. Check and fill wheel and master cylinders									
	264. Flush hydraulic brake system									
	265. Bleed hydraulic brake system									
	266. Prepare hydraulic brake tubing for installation					Method of preparing hydraulic brake tubing for installation	18			
	267. Test, repair, and adjust parking brake									
	268. Check and adjust hill-holder					Principle of hill-holder operation	18			
	269. Check, repair, and adjust vacuum booster brakes					Types and operation of heavy-duty brakes	18			
	270. Test, repair, and adjust air brakes									
	271. Test, repair, and adjust electric brakes									
	272. Diagnose brake trouble					Introduction to brake trouble and brake service	18			
	TIRES									
	273. Remove and remount tires					Function and construction of tires	19			
						Method of rotating tires	19			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	275. Repair tubes									
	276. Repair tires					Tire repair methods	19			
	277. Diagnose tire trouble					Causes of abnormal tire wear	19			
	GENERAL LUBRICATION									
	278. Lubricate distributor					Distributor lubrication	20			
	279. Lubricate generator					Generator lubrication	20			
	280. Lubricate starter					Starter lubrication	20			
	281. Lubricate fan and water pump					Fan and water pump lubrication	20			
						Motor oil drain practices	20			
						Factors that influence motor-oil consumption	20			
	284. Lubricate chassis and running gear									
	AUTO REPAIR BUSINESS									
						Auto-repair shop location	21			
	286. Keep shop and equipment clean					Shop building and layout considerations	21			
						Business finance	21			
	288. Report injuries and administer first aid					Business organization, regulation and insurance	21			
	289. Select tools required to operate shop					Tools and equipment selection	21			
	290. Buy parts and accessories					Auto-parts suppliers	21			
	291. Keep inventory of parts and equipment					Auto-repair shop purchasing	21			
						Technical aids, development, and expansion	21			
	292. Greet and approach customers					Methods of attracting business	22			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	293. Prepare shop to receive customers					Selling in the shop	22			
	294. Make sales					Seasonal advertising	22			
						Special sources of business	22			
						Business side lines	22			
						Production efficiency	22			
						Job management and control	23			
	300. Establish prices					Price quotations	23			
	301. Keep records and make reports					Records and bookkeeping				
	302. Collect overdue accounts					Credits and collections	23			

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FOR

AUTO MECHANICS

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4. Automotive Mechanics and Repair Shop Owner – Careers, the Institute for Research, Chicago, Illinois.

Appendix H

TRAINING PLAN AND PROGRESS RECORD
FOR
DIETITIANS ASSISTANT (Hospital)

		Nutrition in Health and Disease J. B. Lippincott
Student's Name	Training Station	Study Guide

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
1.	INTRODUCTION TO DIETETICS					The duties of the Dietitian	*			
						Planning and cooking				
						Supervision of meal preparation				
						Purchasing foods and equipment				
						Sanitation				
						Keeping records and reports				
	Maintain sanitary conditions					Sanitation	16			
						Food borne infections				
						Food poisoning				
						Food spoilage				
						Preservation of foods				
						Additives				
						Laws concerning Commercial Food Services. (County Sanitarian can give this information to you.)				
	Care and operation of equipment					Cleaning tools and equipment	**			
						Maintenance of tools and equipment.				
	Identify kinds of utensils.									
	Cleaning machinery.									
	Sharpen and adjust tools.									
	Operation of equipment					Safety procedures				
	Washing tools by hand.					Detergents and soaps used for washing and cleaning				
	Washing tools of machine									
2.	PRINCIPLES OF NUTRITION					Nutrition	1			
	Estimating dietary needs.					Deficiencies				
						Food habits				
						Carbohydrates	2			
						Fats and Lipids	3			
						Proteins	4			
						Minerals	5			
						Vitamins	6			

Key to Symbols – 1,2, etc. – Nutrition in Health Disease
* – Occupational Outlook Handbook, Superintendent of Documents, Washington 25, D. C.
** – Chef Workbook – University of Missouri

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	Planning a Meal					Caloric allowances	10			
						Using tables for meal planning				
	Meeting recommended allowances					Planning the meal to meet personal and family needs				
	Shopping and ordering					Purchasing at the market				
						Economy buying for quality and quantity				
	Planning meals for: Expectant mothers					Nutrition demands during pregnancy	12			
						Food selection				
						Complications on valuing the diet				
						Diet during labor				
						Diet following delivery				
						Diet in lactation				
	Infants					Breast feeding	13			
						Formula: Types and preparation of				
						Digestive disturbances of infants				
						Feding premature infants				
	Growth					Diet in early childhood	14			
						Diet for children of elementary school age				
						Diet for boys and girls of high school age				
	Adults					Adult nutrition	15			
						Food habits of older people				
						Food requirements for the aged				
	3. DIET IN DISEASES Feeding patients					Factors to consider when feeding a patient	17			
						Nutritional status of patients				
	Feeding the chronically ill or long term patient					Psychological factors				
	Preparing the basic hospital diet					The basic hospital diet				
						The progressive diets				
						Diet modification				
						Nutritional adequacy of diets				
	Preparing meals for: Overweight people					Life expectancy and body weight	21			
						Obesity				
						Diet for overweight patients				
	Underweight people					Diet for underweight patients				
	Preparing diets for the diabetic patient					Diet therapy for diabetics	22			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	Preparing diets for surgical patients and patients with burns					Preoperative diets Postoperative diets. Diets for patients with burns	32			
	Preparing diets and feeding patients in infancy and early childhood					Nutritional problems of sick children Feeding infants and the difficulties of Deficiency diseases of infants Infections Nutritional problems of crippled children Common diseases in children	33			
	4. FOOD SELECTION AND PREPARATION									
	Planning Therapeutic diets					Low caloric diets Diabetic recipes High caloric, high protein recipes Allergy recipes Ketogenic recipes Gluten-free recipes Vegetables Breads Desserts	50			
	Preparing eggs					Food value Digestability Principles of cookery	40			
	Cooking or preparing cereals					Types of cereals Food value Digestability	38			
	Preparing desserts					Function of desserts Recipes	41			
	Preparing and cooking meats and poultry					Timing and temperature control methods Safe meat Types of meat Types of poultry Food value Digestability General principles of cookery Effects of cooking on food value Care of meat Meat recipes	43			
	Cooking broths, soups and juices of meat & poultry products					Broths, soups and juices	43			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	Preparing and cooking sea foods					Food value Shellfish Place in the menu Selection of seafood for cooking Recipes for sea food	44			
	Cooking and preparing vegetables					Classification of vegetables Canned vegetables Frozen vegetables Dehydrated and fried vegetables Preparation and cooking of vegetables Place in the menu Food values of vegetables	45			
	Preparing salads and relishes					Leafy vegetables in salads Other salad vegetables Salad combinations Salad dressings Salads and relishes in the menu Recipes for salads Recipes for dressings	46			
	Preparing, cooking and using soups					Ready to use soups Clear soups Unthickened milk soups, chowders and stews Cream soups	47			
	Making breads, batters, and doughs					Grain for breads Yeast bread standards Yeast in bread making Toast recipes Sandwich recipes Quick breads Biscuit and muffin recipes	48			
	Measuring and testing of Foods					Composition of foods Part Edible portion in common measures	4			
	Use of Tables					Food composition tables for short method of dietary analysis Cholosteral content of foods Sodium and Potassium content of foods, seasonings, and beverages Acid-base reaction of foods Blood and urine contents Equivalent weights and measures Average weight and height tables Height and weight tables for men and women				

REFERENCE LIST

FOR

DIETITIANS ASSISTANT (Hospital)

1. Cooper, Lenna F., Nutrition in Health and Disease, J. B. Lippincott Co., 13th Edition, 1958, $6.00.
2. Occupational Outlook Handbook, Superintendent of Documents, Washington 25, D. C., 1961, $4.50.
3. Chef Workbook, Study Guide, University of Missouri, 1959, $1.50.

Appendix H

TRAINING PLAN AND PROGRESS RECORD
FOR
FLORICULTURE[1]

Student's Name

Training Station

Missouri
Study Guide

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	DEVELOPMENT AND OPPORTUNITY									
						Development of floristry	1			
						Nature of floristry	1			
						Opportunities in florist work	1			
						Florist training and requirements	1			
	5. Select a building site					Factors to consider in selecting a building site	2			
						Importance of a good location	2			
	7. Construct a sash house					Methods of constructing a sash house	3			
						Materials used is sash house construction	3			
	9. Construct coldframes					Purpose of coldframes	3			
						Types of coldframes	3			
	11. Prepare hotbeds					Procedure in preparing hot-beds	3			
						Methods of heating hotbeds	3			
						Location hotbeds	3			
						Care of hotbeds	3			
	15. Construct and arrange benches					Types of benches for green houses	3			
	16. Determine types of soil					Characteristics of various types of soil	4			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
						Texture of various soils	4			
						Purpose of air in soil	4			
						Factors influencing soil aeration	4			
						Types of water in the soil	4			
	21. Test soil for acidity or alkalinity					Purpose of the litmus test	5			
						Types of test kits, their content and uses	5			
	23. Fertilize soil by addition of organic material					Composition of manure	6			
						Relative value of various types of manure	6			
						Crops used for green manure	6			
	26. Make a compost pile					Techniques in making a compost pile	6			
						Purpose of compost pile	6			
	28. Fertilize soil by addition of commercial materials					Types of commercial fertilizers	6			
						Precautions to take in using commercial fertilizers	6			
	30. Sterilize soil with heat					Purpose of sterilizing soil	7			
						Methods of sterilizing soil with heat	7			
	32. Sterilize soil with chemicals					Chemicals used for sterilizing soil	7			
						Precautions to observe in the use of chemicals	7			
	GREENHOUSE MANAGEMENT									
	34. Heat greenhouse					Types of heating systems used in greenhouses	8			
						Importance of proper heating	8			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
						Factors determining correct temperatures of plants	8			
	37. Ventilate greenhouse					Importance of proper moisture to plant growth	8			
						Diseases caused by improper ventilation	8			
						Factors to consider in ventilation	8			
						Seasonal influences on ventilation	8			
	41. Shade plants					Methods of shading plants	8			
						Purpose of shading plants	8			
	43. Artifically light greenhouse					Purpose of artificial light in greenhouse	8			
						Size bulbs to use	8			
						Cost of artificial light	8			
	PLANTS									
						Plants which respond to artificial light	8			
	47. Water plants					Importance of correct watering	9			
						Methods of watering plants	9			
						Types of water breakers	9			
						Importance of proper soil drainage	9			
						Method used in draining soil	9			
	52. Operate a tensiometer									
	53. Propagate plants by planting seeds					Factors that control germination	10			
						Methods used in planting large and small seeds	10			
						Proper time for planting various seeds	10			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
						Effect of bearing seeds on plants	10			
	57. Test seed for germination					Germination time for various seeds	10			
						Purpose of testing seed	10			
						Techniques of testing seeds	10			
						How seeds grow	10			
	61. Propagate plants by planting spares					Plants which may be propagated by spares	10			
						Methods of planting spares	10			
	63. Propagate plants by separation					Plants which may be propagated by separation	10			
						Proper time to separate plants for propagation	10			
						Techniques in separating and planting root divisions	10			
	66. Propagate plants by cuttings					Methods of propagating plants by cuttings	10			
						Types of cuttings for propagation	10			
	68. Pot plants					Techniques in potting plants	11			
						Types of soil to use in potting	11			
						Importance of drainage in potting	11			
						Care of potted plants	11			
	PLANTS PESTS									
	72. Combat fungus diseases					Types of fungus diseases and how to identify them	12			
						How various types of fungus diseases attack plants	12			
						Conditions favoring fungus growth	12			
						Plants which are susceptible to fungus disease	12			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
						Treatments for plants affected by fungus disease	12			
	77. Combat virus diseases					Plants which are susceptible to virus diseases	12			
						How virus diseases affect plants	12			
						Treatment for plants with virus diseases	12			
	80. Control pests by hand picking					Types of insects that may be controlled by hand picking	12			
	81. Identify insect enemies of plants					Types of insecticides	12			
	82. Control pests with poison bait					Types of insects that may be controlled with poison bait	12			
						Precautions to be observed in using poison bait	12			
	84. Control insects with poisonous fumes					Types of insects that may be controlled with poisonous fumes	12			
						Precautions to be taken in using poisonous fumes	12			
	MERCHANDISING TECHNIQUES FOR THE FLORIST									
	86. Buy merchandise					Methods of buying merchandise	13			
						Importance of inventory control	13			
	88. Quote price					Factors to be considered in pricing merchandise	13			
	89. Sell novelties					Allied merchandise in the retail flower shop	13			
	90. Wrap and package merchandise					Factors to consider in wrapping flowers	13			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	FLORAL DESIGN									
	91. Care of flowers					General treatment of flowers	14			
						Special treatment of flowers	14			
						Treatment of unusual flowers	14			
	94. Wire flowers					Purpose of wiring flowers	14			
						Methods and techniques of wiring flowers	14			
	96. Make framework for designs					Materials used for framework	14			
	97. Moss framework					Procedure in mossing framework	14			
	98. Green framework									
	99. Make wreaths					Types of wreaths	15			
						Techniques for placing flowers on wreaths	15			
	101. Make simple sprays					Procedures for making simple sprays	15			
	102. Make mossed-base sprays					Purpose and advantages of mossed-base sprays	15			
						Materials used for the foundations of mossed-base sprays	15			
	104. Make casket covers					Types of casket covers	15			
						Materials used in casket covers				
						Procedure for making casket covers	16			
	107. Make emblems					Emblems commonly made by florist	16			
						Procedure for making emblems	16			
	109. Arrange wedding flowers					Suggestions for wedding work	17			
	110. Arrange flowers for table decorations					Types of table decorations	17			

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
						Table decorations for various occasions	17			
	112. Make use of ribbons in arranging flowers									
	113. Make corsages					Influences of fashions on corsages	18			
						Types of corsages and their uses	18			
						Flowers used in making corsages	18			
						Techniques of making corsages	18			
	117. Determine arrangement of flowers as to color					Types of color arrangements	19			
						Types of floral arrangements	19			
	119. Prepare for special flower days					Important flower days of the year	20			
						Factors to be considered in preparing for special flower days	20			

APPENDIX I

ONE EXAMPLE OF A STUDENT AGREEMENT FORM

STUDENT AGREEMENT

The ____ program in Cooperative Vocational Education is planned to develop a student academically, economically, and socially. To meet the goal, there are responsibilities the student must realize and he must agree to cooperate in carrying them out to the fullest extent. As a participant in the program, are you willing to assume these responsibilities in the program?

1. To realize that I am under the jurisdiction of the school throughout the school day.
2. To know that the Coordinator is the recognized authority for making adjustments or changes in the training on the job.
3. To know that it is my responsibility throughout the year to be well-dressed and groomed both in school and on the job.
4. To carry out my training on the job in such a manner that I will reflect credit upon myself and upon the Cooperative Vocational Education program.
5. To perform all my duties in a commendable manner and perform related study assignments with earnestness and sincerity.
6. To work toward the group and individual achievement goals.
7. To be regular in attendance in school and on the job. (This includes days on the job when school is not in session such as: teachers' meeting, Christmas vacations, etc.)
8. To be on time at school and on the job.
9. To notify my employer as soon as I know that I will be absent from work.
10. To notify the coordinator as early in the day as possible on days that I am absent form school.
11. If I am absent from school I must also be absent from work on that day.
12. To know that if I use a car as transportation to and from my work, I will observe all traffic regulations and school policies with extreme care. Any infraction of the traffic laws may be sufficient cause to terminate the use of my car in connection with Cooperative Vocational Education program.
13. To conduct myself in a satisfactory manner, both on the job and in the classroom, or my training may be discontinued and I may be removed from the program.
14. To know that if I am removed from the program due to failure either in the class instruction or work experience that I will receive a failing grade for the program and will lose both credits.
15. To understand that if I am required to leave school because of any disciplinary reasons, I understand that I cannot report to my training station as this is the same as any other classroom subject in which I am enrolled.

16. To agree to not quit or change jobs without first talking the situation over with my parents and coordinator.

I fully understand the above statements, and I agree to cooperate in carrying them out to the fullest extent.

Date ______________________________ School Year 19 ____ 19 ______

Student's Signature ______________________________

Parent's Signature ______________________________

Principal's Signature ______________________________

Coordinator's Signature ______________________________

APPENDIX J

EXAMPLE OF STUDENT ENROLLMENT RECORD

ENROLLMENT RECORD SCHOOL YEAR 19____- 19____

COOPERATIVE EDUCATION PROGRAM

Student ____________________ Trainer ____________________

Date of birth __________ Age ______ Training Station ____________________

Year in School ____________________ Address ____________________

Parent ____________________ Phone __________ Ext. __________

Address ____________________ Phone __________ Occupation __________

Social Security No. ____________________ Visitation Time ____________________

DAILY SCHEDULE OF SCHOOL AND OF WORK

Period	Class	Room	Teacher
H. R.			
1st			
2nd			
3rd			
4th			
5th			
6th			

Time leaving school: ____________________

Time at training station: Arriving ____________________ Leaving ____________________

Method of transportation to training station ____________________

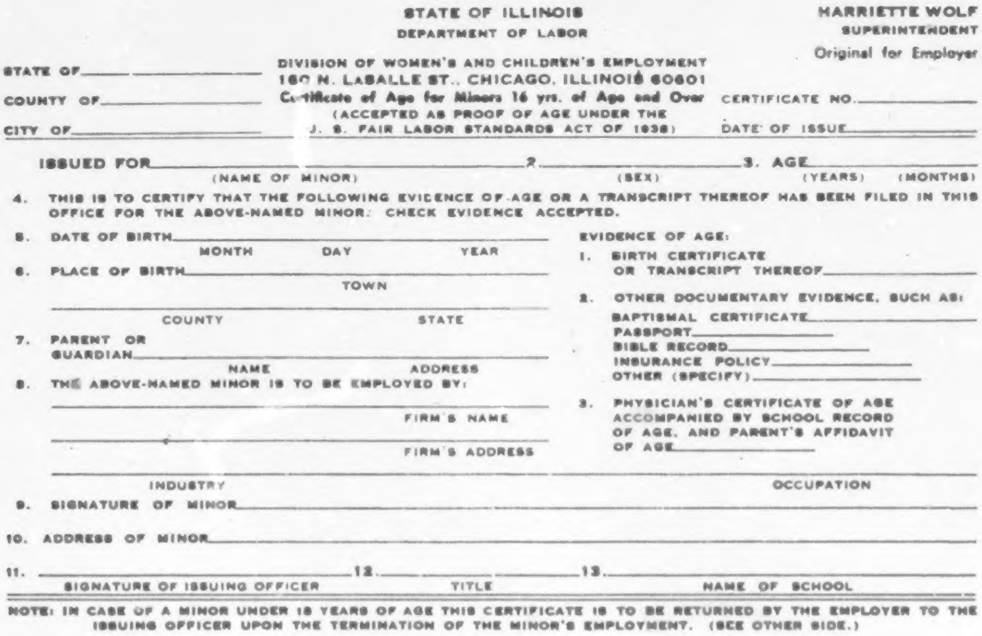
Special conditions: ____________________

REPORT CARD COPY

SUBJECT		1st	2nd	SEM	3rd	4th	SEM

APPENDIX K

PROOF OF AGE – SIXTEEN AND OVER CERTIFICATE



STATE OF ILLINOIS
DEPARTMENT OF LABOR
DIVISION OF WOMEN'S AND CHILDREN'S EMPLOYMENT
160 N. LaSALLE ST., CHICAGO, ILLINOIS 60601
Certificate of Age for Minors 16 yrs. of Age and Over
(ACCEPTED AS PROOF OF AGE UNDER THE
U. S. FAIR LABOR STANDARDS ACT OF 1938)

HARRIETTE WOLF
SUPERINTENDENT
Original for Employer

STATE OF______________
COUNTY OF______________
CITY OF______________

CERTIFICATE NO.______________
DATE OF ISSUE______________

ISSUED FOR______________ (NAME OF MINOR) 2.______________ (SEX) 3. AGE______________ (YEARS) (MONTHS)

4. THIS IS TO CERTIFY THAT THE FOLLOWING EVIDENCE OF AGE OR A TRANSCRIPT THEREOF HAS BEEN FILED IN THIS OFFICE FOR THE ABOVE-NAMED MINOR: CHECK EVIDENCE ACCEPTED.

5. DATE OF BIRTH______________ MONTH DAY YEAR

6. PLACE OF BIRTH______________ TOWN
______________ COUNTY STATE

7. PARENT OR GUARDIAN______________ NAME ADDRESS

8. THE ABOVE-NAMED MINOR IS TO BE EMPLOYED BY:
______________ FIRM'S NAME
______________ FIRM'S ADDRESS

EVIDENCE OF AGE:

1. BIRTH CERTIFICATE OR TRANSCRIPT THEREOF______________
2. OTHER DOCUMENTARY EVIDENCE, SUCH AS:
   BAPTISMAL CERTIFICATE______________
   PASSPORT______________
   BIBLE RECORD______________
   INSURANCE POLICY______________
   OTHER (SPECIFY)______________
3. PHYSICIAN'S CERTIFICATE OF AGE ACCOMPANIED BY SCHOOL RECORD OF AGE, AND PARENT'S AFFIDAVIT OF AGE______________

______________ INDUSTRY ______________ OCCUPATION

9. SIGNATURE OF MINOR______________

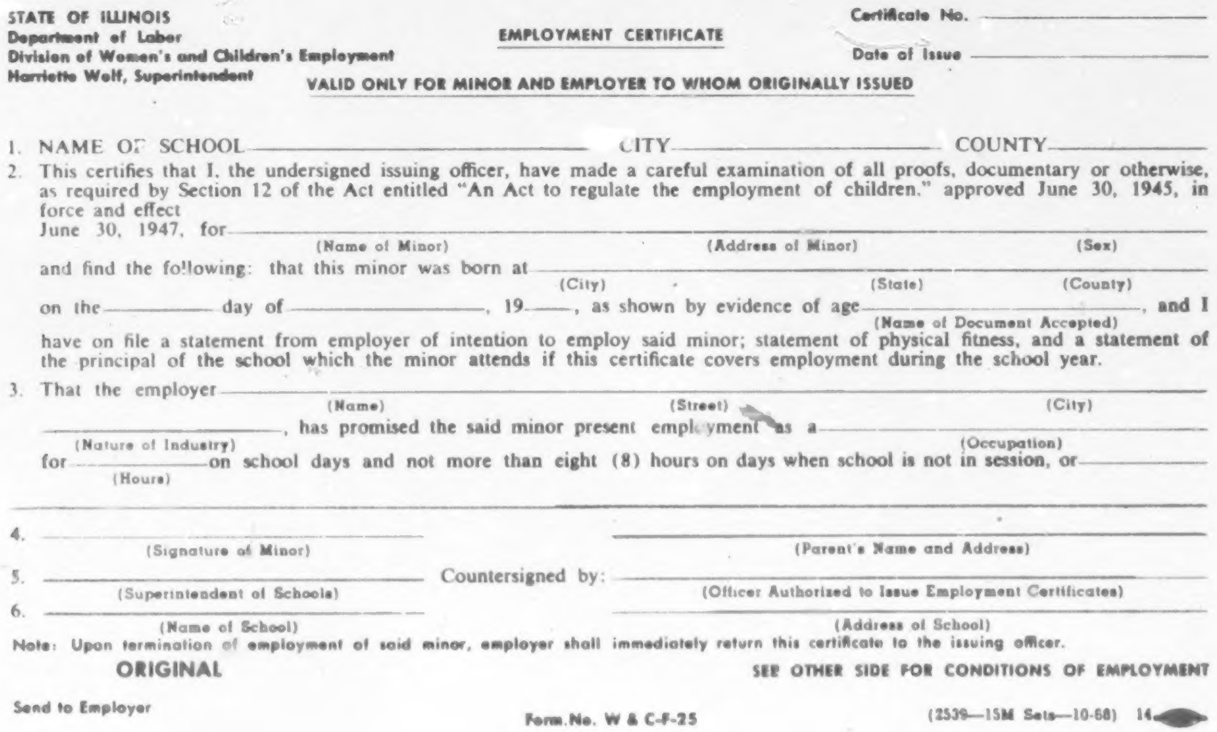
10. ADDRESS OF MINOR______________

11. ______________ SIGNATURE OF ISSUING OFFICER 12.______________ TITLE 13.______________ NAME OF SCHOOL

NOTE: IN CASE OF A MINOR UNDER 18 YEARS OF AGE THIS CERTIFICATE IS TO BE RETURNED BY THE EMPLOYER TO THE ISSUING OFFICER UPON THE TERMINATION OF THE MINOR'S EMPLOYMENT. (SEE OTHER SIDE.)

APPENDIX L

PROOF OF AGE CERTIFICATE 14 & 15 YEAR OLD



STATE OF ILLINOIS
Department of Labor
Division of Women's and Children's Employment
Harriette Wolf, Superintendent

EMPLOYMENT CERTIFICATE

Certificate No. ____________

Date of Issue ____________

VALID ONLY FOR MINOR AND EMPLOYER TO WHOM ORIGINALLY ISSUED

1. NAME OF SCHOOL ____________ CITY ____________ COUNTY ____________
2. This certifies that I, the undersigned issuing officer, have made a careful examination of all proofs, documentary or otherwise, as required by Section 12 of the Act entitled "An Act to regulate the employment of children," approved June 30, 1945, in force and effect June 30, 1947, for ____________ (Name of Minor) (Address of Minor) (Sex) and find the following: that this minor was born at ____________ (City) (State) (County) on the ______ day of ____________, 19____, as shown by evidence of age ____________ (Name of Document Accepted), and I have on file a statement from employer of intention to employ said minor; statement of physical fitness, and a statement of the principal of the school which the minor attends if this certificate covers employment during the school year.
3. That the employer ____________ (Name) (Street) (City) ____________ (Nature of Industry), has promised the said minor present employment as a ____________ (Occupation) for ______ (Hours) on school days and not more than eight (8) hours on days when school is not in session, or ____________

4. ____________ (Signature of Minor) ____________ (Parent's Name and Address)
5. ____________ (Superintendent of Schools) Countersigned by: ____________ (Officer Authorized to Issue Employment Certificates)
6. ____________ (Name of School) ____________ (Address of School)

Note: Upon termination of employment of said minor, employer shall immediately return this certificate to the issuing officer.

ORIGINAL **SEE OTHER SIDE FOR CONDITIONS OF EMPLOYMENT**

Send to Employer **Form.No. W & C-F-25** **(2539—15M Sets—10-68) 14**

APPENDIX M
APPLICATION TO EMPLOY STUDENT LEARNER AT SUB-MINIMAL WAGE

Form Approved:
Budget Bureau No. 44-R0308

LEAVE THIS SPACE BLANK

U.S. DEPARTMENT OF LABOR
WAGE AND HOUR AND PUBLIC CONTRACTS DIVISIONS

APPLICATION FOR A CERTIFICATE TO EMPLOY A STUDENT-LEARNER

The certification of the appropriate school official on the reverse side of this application shall constitute a temporary authorization for the employment of the named student-learner at less than the statutory minimum wage applicable under section 6 of the Fair Labor Standards Act or at wages below the applicable Walsh-Healey Public Contracts Act or McNamara-O'Hara Service Contract Act wage determination, effective from the date this application is forwarded to the Divisions until a student-learner certificate is issued or denied by the Administrator or his authorized representative, provided the conditions specified in section 520.6(c)(2) of the Student-Learner Regulation (29 CFR 520) are satisfied.

PRINT OR TYPE ALL ANSWERS. PLEASE READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:

2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:

3A. NAME AND ADDRESS OF STUDENT-LEARNER:

B. DATE OF BIRTH: *(Month, day, year)*

4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:

5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*	
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*	
7. PROPOSED GRADUATION DATE *(Month, day, year)*	
8. NUMBER OF WEEKS IN SCHOOL YEAR	
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK	
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING	

11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)*?

12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SPECIAL MINIMUM WAGES	
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK	
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?	
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?	

16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:

17. TITLE OF STUDENT-LEARNER OCCUPATION:

18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT	
19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION	
20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19	

21. SPECIAL MINIMUM WAGE(s) TO BE PAID STUDENT-LEARNER *(if a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid)*:

22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions)*	
23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE MC NAMARA-O'HARA SERVICE CONTRACT ACT?	

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205 (Rev. 4-68)

24 OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING (*list courses, etc.*).

25 OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used).*

26 SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at special minimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

(Print or type name of student) *Signature of Student* *Date*

27 CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, as defined in section 520.2 of Student-Learner Regulations.

(Print or type name of official)

Signature of School Official *Date*

*Title*______________________________

28 CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative *Date*

*Title*______________________________

ATTACH SEPARATE SHEETS IF NECESSARY

GPO 944-466

Appendix N

EXAMPLE OF EMPLOYER RATING FORM TO SUPPLEMENT TRAINING PLAN

TRAINERS EVALUATION

Cooperative Education

____ D.E. ____ D.O. ____ H.E.R.O. ____ C.W.T. ____ O.O. ____ H.O.

Name ____________ School ____________ Training Agency ____________

DIRECTIONS: Please rate this student-learner as exactly as possible. Rate him by placing a check mark at the point on the scale that describes him best. Be sure to record your rating of the student-learner at all points. Do not omit any. Also please underline any phrase or word which particularly describes this student. If the student made neither a favorable nor unfavorable impression on you so far as any trait is concerned, rate him at 3. If a student receives several I's he is very poor and could possibly be fired. If he receives a majority of 5's it seems to indicate that the student is doing excellent work and does not have much room for improvement (Perhaps he should have a raise). If you rate a student-learner below 2 or above 4 in any area, please write your specific reason on the back of this sheet. Thank you for your time.

Point to rate	1	2	3	4	5
1. ATTENDANCE & PUNCTUALITY: Compare actual attendance with hours assigned. Consider times late. Do not consider reasons.	Absent frequently and rarely on time	Occasionally absent or tardy	Absent or tardy only for good reason	Rarely absent or late	Is never absent or late; always on time or early
2. GENERAL ATTITUDE: Consider attitude toward job, supv., other employees.	Has trouble accepting criticism	Sometimes does not accept criticism	Accepts criticism	Accepts criticism readily	Welcomes criticism for improvement, but seldom needed
3. WORKING WITH OTHERS:	Does not do his share of work	Sometimes depends upon others to do his job	Generally works well with others & does own work	Works well with others & does all work well	Works well with others; does more than his share of work
4. QUALITY OF WORK: Compare with others of equal age and experience.	Definitely not satisfactory	Accuracy below standard	Works without undue error	Accuracy above average	Very high quality of work
5. QUANTITY OF WORK: Compare with others of equal age and experience.	Below beginning requirements	Shows slow progress	Completes work in reasonable time	Completes work in reasonable time and more than average	Completes very large amount of work
6. APPEARANCE: Compare with standards set by other employers in the occupation.	Seldom good appearance	Slovenly, slipshod; sometimes good, sometimes poor	Usually neat; reasonably well groomed	Neat; sets a good example	Exceptionally well groomed; wears neat and clean uniform
7. DEPENDABILITY:	Generally not too reliable	Sometimes unreliable	Responsible but needs some direction	Very dependable; needs no discipline	Thoroughly dependable.
8. ABILITY to learn job and follow directions:	Does not follow directions without error or questions	Learns slowly; needs directions explained over	Average rate of adaptation; follows directions; few errors	Learns readily; follows direction with enthusiasm & no supervision	Excellent material; follows directions without error & without supervision
9. INITIATIVE: Does things without being told.	Almost never	Seldom	Usually finds things to be done	Is always busy; uses good judgment	Possesses initiative; works expertly and quietly
10. SAFETY PRACTICES: How well does he observe safety rules.	Many dangerous practices	Occasionally careless	Generally uses safe practices	Always safe and seldom careless	Applies safe practices; needs no reminder

No. of days student absent from work this period ______ Date ____________ Signature of person evaluating student ____________

Please return evaluation by ____________

APPENDIX O

EXAMPLE OF FORM TO BE USED IN CONJUNCTION WITH EMPLOYER RATING FORM

STUDENT LEARNER ____________________

DATE ____________________

RECORDING SHEET

POINTS TO BE COVERED IN INTERVIEW

____

____

____

____

____

____

REACTIONS OF EMPLOYEE, OTHER PERTINENT DATA, AND COMMENTS OF INTERVIEWER

____

____

____

____

____

____

____

ACTION TO BE TAKEN TO EFFECT IMPROVEMENT

Items in Need of Improvement	Action to be Taken	Date Planned	Date Completed	By Whom

APPENDIX O (continued)

NAME ____________________

SCORING SUMMARY

			SEMESTER			FINAL
	MARKING PERIOD ENDING					
I	ACCEPTANCE AND DISCHARGE OF RESPONSIBILITIES					
II	ASSIMILATION OF TRAINING AND SUPERVISION					
III	ABILITY TO PLAN AND ORGANIZE OWN WORK					
IV	ABILITY TO GET ALONG WITH OTHERS					
V	PUNCTUALITY					
VI	ATTENDANCE (SEE ABSENTEEISM RECORD)					
VII	JUDGMENT					
VIII	DEPENDABILITY					
IX	INDUSTRY AND EFFORT					
X	RECORD WORK – QUALITY					
XI	RECORD WORK – ATTITUDE					
XII	CUSTOMER RELATIONS					
XIII	EMOTIONAL STABILITY					
XIV	INITIATIVE					
XV	ORAL EXPRESSION					
XVI	AGGRESSIVENESS & FORCEFULNESS					
XVII	MATURITY, POISE, & SELF CONFIDENCE					
XVIII	PERSONAL APPEARANCE, GROOMING, FITNESS					
	OVERALL GRADE					

APPENDIX P

EXAMPLE OF EMPLOYER EVALUATION FORM

Office Occupations

EVALUATION FORM
FOR
STUDENT-LEARNERS

School Dist. No. 113

STUDENT ______________________ FIRM ______________________

JOB SPONSOR ______________________ POSITION ______________ DATE __________

The purpose of this rating sheet is fourfold: To help the trainee to know his weaknesses and improve himself; to aid the coordinator in meeting the needs of the individual student; to enable the coordinator to fill out the student's progress report; and to allow the employer to know the exact status of his employees so that he may help the trainee become more of an asset to the business.

INSTRUCTIONS: Please check the column that best applies in both of the sections that follow. It is recommended that the supervisor discuss the points that apply to the trainee.

Traits	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Appearance						
Promptness						
Cooperation						
Sincerity & Dependability						
Interest & Attitude						
Courtesy & Tact						
Self-confidence						
Attendance						
Others:						

What traits of the trainee need improvement: ______________________

Work Habits & Abilities	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Speed & amount of work						
Accuracy						
Follows directions						
Book & record keeping						
Typewriting activities						
Telephone usage						
Filing						
Shorthand						
Meeting public						
Spelling						
Working with figures						
Operating machines:						
Transcriber						
Switchboard						
Ten-key adding						
Full-key adding						
Comptometer						
Printing Calculator						

(continued)

Work Habits & Abilities	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Rotary Calculator						
Bookkeeping machine						
Mimeograph						
Spirit duplicator						
Offset duplicator						
Others: (Please list)						

PLEASE CHECK THE GRADE OF WORK WHICH YOU FEEL THIS TRAINEE HAS DONE ON THE JOB.

Definitely Exceptional ______________ Above Average __________ Average ____________

Below Average ______________ Poor or Unsatisfactory (Please comment) ____________________

What work habits or abilities of the trainee need improvement? ____________________

In what respects has the student shown definite improvement? ____________________

Confidential remarks and additional comments: (Use reverse side if necessary)

APPENDIX Q

EXAMPLE OF STUDENT'S WEEKLY PRODUCTION RECORD FORM

Week of ____________________ to ________________

19______

Trainee's Name ______________________________________ Company ______________________________

Soc. Sec. No. _______________ Wages Per Hr. $ __________ Hrs. Worked ______________ Total $ __________

What problems came up on which you would like my help? ____

____

What problems came up on which you would like class discussion? ________________________________

____

What new jobs or procedures did you learn this week? ______________________________________

____

What difficulties did you encounter or what mistakes did you make? _____________________________

____

How did you handle the situation? ____

____

What was the most interesting incident or experience you had this week? __________________________

____

List below other comments concerning your work or the class procedures:

______________________________________ ______________________________________

Training Sponsors Initial Trainee's Signature

WEEKLY TALLY SHEET
OF
ON-THE-JOB TRAINING

DAY	JOB PERFORMED	HOURS ON THE JOB	TOTAL HOURS FOR DAY
MON.		From ______ to ______	
TUES.		From ______ to ______	
WED.		From ______ to ______	
THURS.		From ______ to ______	
FRI.		From ______ to ______	
SAT.		From ______ to ______	

TOTAL HOURS FOR THE WEEK	
RATE PER HOUR	
GROSS AMOUNT EARNED FOR WEEK	

Signed ______________________________

APPENDIX R

EXAMPLE OF MONTHLY COORDINATORS REPORT

MONTHLY REPORT OF COOPERATIVE COORDINATOR'S ACTIVITIES

FOR LOCAL USE ONLY

NAME OF SCHOOL ____________________ MONTH ____________ 19 ____________

Date	Code	Student's Name and Occupation	Comments Describing Activities

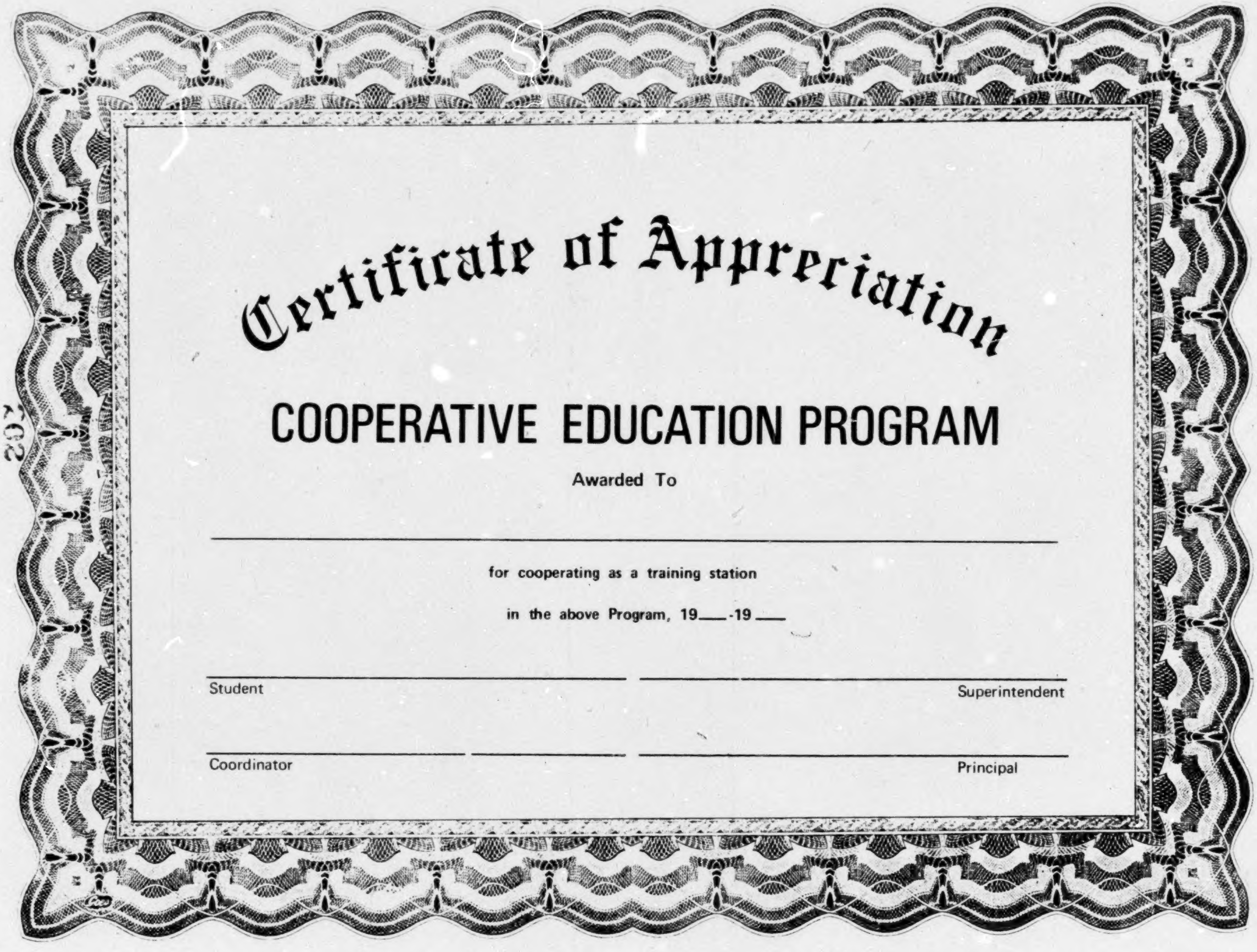
COORDINATOR ____________________________ MILEAGE FOR MONTH ____________

CODE

1. Coordination 2. Instructional Materials 3. Promotional 4. Public Relations 5. Guidance
6. Administrative Contacts 7. Advisory Committee Activities 8. Club 9. Labor-Management
10. Home Visitation 11. Other

APPENDIX S

EXAMPLE OF CERTIFICATE OF APPRECIATION FORM



Certificate of Appreciation

COOPERATIVE EDUCATION PROGRAM

Awarded To

____

for cooperating as a training station

in the above Program, 19___-19___

Student	Superintendent
Coordinator	Principal

APPENDIX T

EXAMPLE OF AN INVITATION TO A LOCAL CITIZEN TO SERVE ON A COOPERATIVE VOCATIONAL EDUCATION ADVISORY COMMITTEE

Sample Letter From School Superintendent to Committee Member

Dear

We are pleased that the Board of Education serving our high school has assigned us the responsibility of helping in the selection of an advisory committee to give guidance and direction to the cooperative vocational education program.

It is our belief that successful leaders who have demonstrated a sincere and dedicated interest in the business and civic community, as well as in the development of our young people, are the individuals to be selected to serve on the advisory committee. These people probably know better than anyone else what these educational programs should be for the school system.

On behalf of the Board of Education, I am writing to ask you to serve as a member of the Cooperative Vocational Education Advisory Committee for a period of two years beginning September 1, 1971.

The Board, assisted by the steering committee and school leaders, has nominated nine persons to advise us.

We hope that you will be willing to serve. The advisory committee includes representatives of both the school and business community. The main function is to assist in planning, developing, and implementing the cooperative education program. Other details are described in the enclosed Guide for Cooperative Vocational Education Advisory Committees.

Although there is no remuneration, we trust you will derive a good deal of satisfaction from assisting two or four times a year in an educational program designed to help build our boys and girls into skillful, useful citizens.

We would like to hold our first meeting at 6:30 p.m. on Tuesday, September 3, and would like for you to be our guest for dinner in "The Commons" at the high school at that time. After dinner we will adjourn for orientation, discussion, and a tour of the school facilities.

We are enclosing a stamped, self-addressed reply card which we shall look forward to your signing and returning as your acceptance of the appointment.

Also, please check the blank regarding dinner reservations.

Sincerely yours,

John J. Doe
Superintendent

Enclosure

APPENDIX U ADVISORY COMMITTEE CERTIFICATE OF APPRECIATION

COOPERATIVE VOCATIONAL EDUCATION

ADVISORY COMMITTEE MEMBER

THIS IS TO CERTIFY THAT is a member of the Cooperative Vocational Education Advisory Committee for the current school year 19 -19

Cooperative Vocational Education is an instructional plan which combines learning experiences gained through regularly scheduled employment in the community and vocationally oriented in-school instruction. The employing community serves as a laboratory where students have an opportunity to apply the principles and practices they have learned in school in the changing world of work.

In order to provide a desirable environment for this program, an advisory committee, composed of recognized business leaders, has been established to offer constructive advice on matters involving promotion, organization, policies, instruction and general operation.

As a committee member, the above named person will provide invaluable service to the public schools of this community.

This certificate is issued by the public schools.

19

Teacher-Coordinator

Superintendent of Schools

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